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EFL Textbooks for Young Learners from the Perspectives of Teachers, Parents and Young Learners

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**EFL Textbooks for Young Learners
from the Perspectives of Teachers, Parents
and Young Learners**

by

Jooyoung Lee, BHE, MA

**A dissertation submitted as part of the requirements for the
Degree of Doctor of Education (EdD) TESOL
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Abstract

In the last decades the number of English language teaching materials for young language learners on the market has increased substantially. Even though there has been considerable research about ELT materials, little is known about textbooks for young language learners in the EFL context.

The objectives of this study were to explore and compare the perceptions of EFL textbooks from the view points of parents, teachers and young learners.

The present study employed mixed methods in an exploratory sequential design. Data collection and analysis consisted of two phases. Data were gathered from semi-structured interviews with 58 participants in Phase 1. The results of Phase 1 were developed and expanded in Phase 2. In the second phase, 325 participants were involved. Participants in the study were young learners who are primary school-aged children and participate in private English education, parents and teachers in South Korea.

The results of Phase 1 identified nine themes relating to EFL textbooks: (1) *Language learning*; (2) *Non-language outcomes*; (3) *Appropriateness*; (4) *Variety*; (5) *Appeal to learners*; (6) *Ease of teaching*; (7) *Quality and content*; (8) *Imported vs. local textbook*; and (9) *Concerns*. The results of Phase 2 suggested attitudinal commonalities among the three groups such as *overall language learning*, and *variety of genre*. Dissimilarities in the three groups were also found such as *vocabulary learning* and *written in English only*. The results of the research add to the growing body of knowledge on the development of EFL materials, providing insight into the perceptions of parents, teachers and young learners. Implications for future research, teaching practice, teacher education and material development are discussed.

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Chapter 1 Introduction

1.1 Rationale for the Study

This study is about textbooks for young language learners in the English as a foreign language (EFL) context. It aims to investigate how primary English education stakeholders perceive EFL (English as a Foreign Language) textbooks for young learners and what are the similarities and differences in their perceptions.

Teaching foreign languages to children has been taking place for a long time. There has been an explosive increase in teaching English to young learners in many Asian countries, including South Korea, in both the state school systems and private language institutes. Consequently, the number of English teaching materials for young language learners has been growing rapidly. Teaching young EFL learners is important to me since my teaching experience in South Korea is primarily teaching children and teacher training. I have used many kinds of books and have a personal interest in books. Children's perceptions are always the greatest concern. As a teacher for young learners, I have plenty of opportunities to work with not only children but also parents. I often observe that there is a gap between what parents think of their child and what a child thinks. My personal interests and teaching experience lie behind the rationale for this study, which arose from a desire to investigate children's perspectives on the textbooks provided for their language learning.

Children may view the world in more simple ways than older learners, however, it would be wrong to think that teaching children is simple (Cameron, 2001). On the contrary, teaching young language learners requires not only comprehensive knowledge of language learning theories but also skills to reach the minds of young learners. An attempt to solicit and express young learners' views on their learning will seek to understand and to share meanings. This can help provide better educational experience, furthermore, this can drive effective and enjoyable language learning.

In recent decades the number of English language teaching materials on the market for young language learners has increased substantially. Teaching materials for young language learners have undergone drastic changes in the last ten years in South Korea. The number of textbooks has been increasing and a whole range of

different types of materials are available in the bookstores in comparison with ten years ago. This happens in both imported textbooks and local textbooks. This change is not easy to miss. Users such as teachers, administrators, learners and parents frequently find themselves having to distinguish among a flood of books which text should be selected which is better for the end users, learners. Consumers' purchasing decisions could be based on what is a good seller at that point in time. The genesis of the current study lies in curiosity about what is a good textbook for young EFL learners.

Even though there has been considerable research about ELT (English Language Teaching) materials, little is known about textbooks for young language learners in the EFL context. Although research on ELT materials has converged on textbook evaluation, there is a dearth of research as to how young language learners perceive textbooks. Thus, additional research is needed that explores the stakeholders' experiences of EFL textbooks.

Teaching experts, material developers, administrators, educational researchers can sometimes overlook the core of education, the learners. Many of the materials may rely on intuition and assumption, or sadly on marketability and convention, rather than on listening to young learners' voices. Learner-centred teaching is well recognized as a ground rule, but at this point it is clear that there is a need for paying attention to young learners' perceptions. As a reflective teacher and researcher, it is time to stop and think about the meaning of students' perceptions and aim to achieve an improved understanding of young language learners.

This study is an endeavour to help generate such a better understanding of the features of good textbooks for young learners. In order to meet the challenge, it is advisable to look at the issue from different angles. This reflection starts with looking at the perspective of the three constitutive elements: teachers, parents and young learners. Although the core of education is learners, teachers and parents are also considered as key stakeholders. Hence, it is necessary to look at the meanings of perceptions from not only teachers but also parents in primary English education.

With the profound insights to be gained from this exploration, the cooperative venture of integrating the key stakeholders of primary English education can be embarked upon in order to develop good teaching materials for young learners and scaffold children's learning in the primary English educational setting. Even though

discussion and findings could be applied more widely than EFL settings to primary English textbooks and materials more generally, the focus will be restricted to the EFL context.

Given the researcher's specific interest in textbooks for young EFL learners and the perceptions of young learners, parents and teachers, the following research questions were formulated:

RQ 1: What are the perceptions of EFL textbooks of teachers, parents and young learners?

In what respects are their perceptions similar or different and how significant are these similarities and differences?

RQ 2: What can be learned from this about the characteristics of good EFL textbooks for young learners?

1.2 Outline of Chapters in this Study

This study is composed of seven chapters. This dissertation starts with the rationale and purpose of the study and then shows why this topic interests the researcher in the opening part of Chapter 1 as seen above. The remaining sections of Chapter 1 introduce the background of the study context which is primary English education in South Korea. Chapter 2 reviews the relevant literature on topics ranging from material evaluation, teachers and learners' beliefs, to parent partnership in education. Chapter 3 describes and justifies the methodology underpinning the research. Chapter 4 and Chapter 5 deal with methods and results for each phase of the study. Both Chapters 4 and 5 describe in detail the procedures used and present the results from both phases. Chapter 6 takes notable aspects of the findings as a starting point and links with the literature. Chapter 7 identifies the limitations of the study and then returns to the contribution of the study to the field by summarizing its major implications and making recommendations.

The following section describes the primary English educational context in South Korea.

1.3 Background to the Study

1.3.1 Education in South Korea

Education is highly regarded and very competitive in South Korea. The term 'education zeal' is a social phenomenon which has a long tradition. Moreover, the

declining birthrate multiplies educational expenses these days because parental expectation and all the attention are centred upon their children's education.

Recent OECD findings identify expenditure on educational institutions as a percentage of GDP. South Korea is one of the highest spenders on educational institutions. This investigation included all levels: primary, secondary, post-secondary and tertiary education. South Korea reached 7.2% of GDP while the UK reached 6.2% of GDP and the OECD average stood at 5.8% in the same period (OECD, 2008).

The school system in South Korea is called a 6-3-3-4 system which covers primary, middle, high school and college or university. The ages of primary education range from 6 to 12. It is necessary to understand the features of public education and cram schools, which are called "hagwons," in Korean. Primary schools are divided into two categories: public and charter schools. On the other hand, "hagwons" are private cram schools which are prevalent in South Korea. It is common for Korean school children to attend several hagwons for instruction in various different subjects after their school day finishes. Hagwon education usually starts at or before primary school. Hagwons may specialize in subjects such as English, math, art or music. The number of students in a hagwon class is much smaller than in school, around 7 to 15 children.

1.3.2 Primary English Education in South Korea

To understand the overall education context, the general background of education in South Korea in primary English will be outlined in this section.

English has been taught in South Korea as a required subject from the third year of primary education since 1997 (Woo, 2005), consequently there has been increasing interest in early English education in South Korea. There has been a heated controversy since the new government announced a roadmap for educational policy which includes a plan to lower the beginning year of primary school English instruction to 1st grade and lengthen the hours of English instruction for students from 3rd to 6th grade (The Chosun Ilbo, 28 January, 2008). Class hours for primary English in the current system are one hour per week for third and fourth year students and two hours per week for fifth and sixth year primary students (MEST, 2012). Even though the new system increases the number of class hours, the language learners have barely enough time to learn a language. The introduction of

the policy of Teaching English through English (TETE) has recommended that primary school EFL teachers should use only English in the classroom. These policies have been implemented.

The aims of the primary English programme of the 7th National Curriculum are stated as follows: First, to develop interest in English and confidence and to build basic communicative competence; Second, to be able to talk about everyday life and general topics; Third, to understand various information from other countries and to utilise the information from other countries; Fourth, to recognise one's own culture by understanding other foreign cultures (Lee, 2005).

It might be instructive to consider the features of the primary English programme based on the National Curriculum. The features of the primary English programmes can be briefly summarized as follows (Woo, 2005; Park, 2002):

Language skills, particularly in the realm of teaching English, are confined mainly to the spoken language. Conversely, written language should be simple and easy and related to the spoken language in order to support it. In other words, the National Curriculum sets speaking and listening to retain dominance in primary English classes over written language skills such as reading and writing. Hence, this has provoked criticism about the imbalance between the spoken language and the written language (Lee, 2005).

The predominance of oral language over written language is based on the 'Natural approach' claimed by Krashen (1981) who sees comprehensible input and reduction of stress as the keys to successful language acquisition. The underlying notion of the National Curriculum is that the focus on spoken English can lighten young language learners' burdens and maintain their interest in language learning. On the other hand, some scholars argue that the restraint of written English may fail to satisfy learners' desires to learn English (Hwang, 1999; Lee, 2007).

In line with learner-centred teaching, teachers need to consider differences in learners' capabilities. By the same token, task-based or activities instruction should be learner-centred. Further, in primary English instruction, the focus is to help build confidence and maintain interest in learning the language; applying various types of teaching methods and repetition are needed because of young learners' short concentration span. Also, there is the assumption that learning English promotes

understanding of foreign cultures and builds collaboration in forming students as citizens of the world. In doing so, it claims to cultivate a moral sense and citizenship among students. It is apparent from this brief summary of objectives that there is a dual focus in primary English education: developing communicative competence focusing on spoken English, and building confidence and interest in English language learning.

An interesting social phenomenon is that the number of primary school students studying abroad has increased dramatically. The number in 2000 and in 2010 was 705 and 8,749, respectively (CESI, 2012). Parents in South Korea are willing to do anything for English education. This increase shows the elevated regard for English education in the children's education.

It is obvious from its policies that the government advocates early English education. As a result, parents and students are increasingly dependent on cram schools and this has generated tension between public education and private education.

Since public English education is unsatisfactory, private English education is deemed necessary. Research on the relationship between school satisfaction and private tutoring expenses revealed that the higher the levels of school satisfaction, the lower are private tutoring expenses (Jeon et al., 2003). For parents, English education in public education does not match what they want in terms of time and quality. Hence, private education becomes an important strategy for parents to enhance children's education. Young learners spend more time at hagwons than at school.

The participation rate in 2011 for students from primary to secondary in private education was 71.7%. The rate for primary school students was the highest, 84.6% and upper school has a lower percentage. The total expenditure for private education was 20.1 trillion KRW, which is approximately 11.32 Billion GBP. The average monthly expenses for private education per individual student were 240,000 KRW which is approximately 135 GBP (Statistics Korea, 2012). This highlights how much private education matters to children's education in South Korea.

On the other hand, private English education is fatally flawed. Two traits of private education result in shortcomings. One is that a hagwon is more likely than not to be a business. Parents have great influence on private education. Parents are

considered as a 'customer' so obviously hagwons cannot help accepting parents' opinions in order not to lose their customers. Parents therefore have potential impact on the curriculum and textbooks. The other aspect of private education is that it is unregulated. Although some language teachers get teacher training, others may not be well-trained. It is hardly possible that the teachers who do not get training know the use of textbooks and language teaching to children.

Hence, the group participating in private education is considered as a research object worthy of attention (Kim, 2005). The current study focuses on private education for several reasons: (1) Since textbooks are strictly limited in public English education, such as government authorized textbooks, a greater variety of textbooks is used in private English education. The wide range of textbook, including imported textbooks, local textbooks, teachers' created materials, storybooks, etc., is available in private English education. Some hagwons develop their own materials for their programmes; (2) Oral/aural language predominates and written language is neglected in English programmes in public education whereas private English programmes cover every aspect of English language learning. Accordingly, wider issues relating to textbooks can be raised; (3) Parents have more interest in private English programmes than public English programmes and they may influence the use of textbooks in private education. Thus, private English education is regarded as an appropriate context for study on the issues around textbooks for young learners.

Chapter 2 Literature review

2.1 Materials in language teaching

2.1.1 Definition and role of materials in language teaching

Coursebooks are suggestive of language teaching materials in general. However, in the current study, the term language teaching material is a wider concept than coursebooks. Tomlinson (1998) provided the definition of materials as 'anything which is used by teachers or learners to facilitate the learning of a language' (p.2). Since the type of books currently used in the context of the current study is enormous in variety, materials could include readers, grammar books, workbooks, and typical coursebooks.

At this point, it is important to look at the role of materials in language teaching. According to Cunningsworth (1995), materials are resources for presenting language items. Materials serve a syllabus containing learning objectives. For learners, it is a source not only of activities which learners can practice but also of references for grammar, vocabulary, pronunciation, and so on. For teachers, it is a source which provides ideas for classroom activities, in particular, a support for less experienced teachers who still need to develop confidence

For teachers, materials can be used either as major teaching resources or as supplementary resources to support the teachers' instruction. More importantly, for language learners, materials are the reliable and principal sources of language aside from teachers (Richards, 2001). Thus, the role of materials in language teaching and learning is remarkable, accordingly, materials development and materials selection are crucial aspects of language teaching and learning.

2.1.2 Authentic versus created materials

It is necessary to understand a distinction between authentic materials and created materials. According to Richards (2001), authentic materials refer to the pedagogical application of items which were not originally designed for any teaching purposes, for example, texts, photographs, or movies. On the contrary, created materials are textbooks and other resources which were developed with the aim of language instruction.

Substantial evidence supports the superiority of authentic materials. In the first place,

it is known that authentic materials are motivating, hence their use is widespread in language classrooms (Little and Singleton, 1991; Peacock, 1997). Second, authentic materials provide real, authentic language as opposed to the contrived text in created materials. Lastly, authentic materials give cultural information on the target culture.

Despite the advantages of authentic materials, there is still considerable debate regarding criticism over the use of authentic materials. A primary concern for authentic materials lies in that they are likely to be linguistically more difficult due to ungraded syntactic patterns and vocabulary (Lee, 1995). Another review from a teacher's standpoint contends that the use of authentic materials may place a great burden on teachers (Richards, 2001), because teachers need to invest a lot of time on developing activities to go along with the authentic materials.

2.1.3 Pro-textbook versus anti-textbook

There is little doubt that there is considerable evidence to support the use of commercial textbooks in the classroom. As noted in the preceding section, commercial textbooks provide a foundation for language instruction, helping to stimulate teachers' ideas (Cunningsworth, 1995), and are resources in themselves (Gower and Bell, 1999, cited in Harwood, 2005, p.152; Richards, 2001). In addition, commercial textbooks are considered to be based on systematic syllabuses giving a clear structure. This informs learners where the language programme is heading (Harmer, 2001; Hutchinson and Torres, 1994).

According to Nunan (1988), syllabus is concerned with 'what is to be taught in a language programme and the order in which it is to be taught' (p.159). On the other hand, methodology deals with 'the selection of learning tasks and activities' (p.5). The conventional distinction between syllabus and methodology is that syllabus is concerned with outcomes, while methodology is concerned with process (p.11).

Wilkins (1976, p.2, cited in Yalden, 1987, p.30) claimed that pedagogical strategy could be divided into two types: the synthetic approach and the analytic approach. There is a continuum between synthetic and analytic and any syllabus is somewhere along the continuum. On one hand, the synthetic approach is that 'the different parts of language are taught separately and step-by-step', therefore a synthetic syllabus is defined as a syllabus in which the content is divided into discrete lists of items which are taught separately. On the other hand, the analytic

approach is that the key is the purposes for which learners are learning, namely communicative purposes. Thus, an analytic syllabus is not based on grammatical items but on non-linguistic units such as topics, themes, settings and situations (Yalden, 1987; Nunan, 1988).

As a matter of fact, a blurred distinction between coursebooks and syllabus exists, as Nunan (1988) pointed out. Coursebooks often show the contents explicitly. In this sense, we can find common ground between a syllabus and a coursebook. In fact, many English language institutes do not have a syllabus, hence, coursebooks replace a syllabus.

In some contexts, teachers create them on their own, but in doing so teachers may replicate materials that already exist. There is no point in duplicating work already done. In this sense, textbooks can lighten the workload of teachers (Hutchinson and Torres, 1994).

Regardless of the benefits of commercial textbooks, there is a conflicting view to a greater or lesser degree. Harwood (2005) who explored anti-textbook views mentioned that textbooks bear an air 'of authority' and give an impression of being 'officially sanctioned' simply because they are commercially produced. This implies that they will be accepted unconditionally (p.151). On the contrary, teachers' created materials are undervalued because they are not authorized. A stronger criticism is that many prominent people in the area of textbook writing earn a reputation on the success of selling books. The danger lies in the case of a writer who is not very knowledgeable about language learning theory and lacks teaching experience but relies on intuition about what kind of book will sell well (Sheldon, 1988). In reality, the publishers' overriding concern is not pedagogical effectiveness but marketability (Harwood, 2005).

2.2 Material evaluation

2.2.1 Definition of material evaluation

Tomlinson (1998) defined material development as 'anything which is done by writers, teachers or learners to provide sources of language input and to exploit those sources in ways which maximise the likelihood of intake' (p.2).

Meanwhile, material evaluation seeks to measure the value of such materials (Tomlinson, 1998). Evaluation generally provides a checklist of points to consider

relating to aspects of teaching, and learner and teacher interactions. Making an inclusive checklist for the evaluation of textbooks is a radical challenge since a desirable list is likely to vary depending on the courses being taught in different contexts. In other words, ideally material evaluation should be thought about and adapted to fit the specific situation in which the materials will be used (Byrd, 2001).

One of the serious problems is that the judgement on the materials mostly relies on intuition and is more impressionistic than analytically looking into what the materials consist of (Littlejohn, 1998). Further problems with checklists will be discussed in a later section.

2.2.2 Types of material evaluation

By and large, there are two types of material evaluation according to the time and the purpose of evaluation. One is predictive evaluation and the other is retrospective evaluation. The former is carried out before the use or selection of textbooks, while the latter is carried out after their use. The purpose of predictive evaluation is to determine which of the materials available will best suit a situation. A great number of checklists have been devised to assist teachers in deciding on materials. Nonetheless, there has been scepticism about how scientific it can be (Ellis, 1997). As Sheldon (1988) pointed out, coursebook evaluation is 'fundamentally subjective... and no neat formula, grid or system will ever provide a definite yardstick' (p.245).

This alerts to the significance of retrospective evaluation. Such evaluation provides a basis for making a decision as to whether the textbook was worth using, and how the textbook can be modified to make it more successful for later use. Ellis (1997) emphasized the significance of retrospective evaluation. Unfortunately, little is known about how to carry out retrospective evaluation. In addition, the lack of empirical evaluation is attributed to the fact that it is difficult and time-consuming to plan and implement such evaluation (Ellis, 1997). In brief, it is clear that there is a need for empirical evaluation of teaching materials.

2.2.3 Criteria for textbook evaluation

As noted in the preceding section, a checklist is commonly used in textbook evaluation. Although the body of literature on textbook evaluation is not extensive, some scholars have devised a novel way to assist teachers in text evaluation by providing checklists based on universal criteria which can be adapted to many

teaching situations (Jahangard, 2007).

Cunningsworth (1995) suggested a checklist for textbook evaluation and selection. Cunningsworth's checklist included aims and approaches; design and organization; language content; skills; topic; methodology; teachers' books; and practical considerations. Similarly, the areas for consideration suggested by Harmer (2007) included price and availability; add-ons and extras; layout and design; instructions; methodology; syllabus; language skills; topics; cultural appropriacy; and the availability of a teacher's guide.

Taken together, it is noteworthy that the criteria suggested by the two scholars are almost identical: methodology; topic; skills / language skills; design and organization / layout and design; teachers' books / teacher's guide; practical consideration / price and availability. On the other hand, some criteria such as add-ons and extras, instruction, and language content did not overlap.

Furthermore, McGrath (2002) synthesised and summarised all the factors that need to be considered in material selection by drawing on previous suggestions. Then he classified them into the micro context and the macro context. In the micro context, there are three major factors: the learner factor; the teacher factor; and the institutional factor.

In the first place, learner factors involve age range, proficiency level, learners' first language, academic and educational level, socio-cultural background, reasons for studying the target language, attitudes to learning, previous language learning experience, language learning aptitude, general expectations, specific wants, preferred learning styles, sex distribution in class, and interests.

Second, as for teacher factors, they include teachers' language competence, familiarity with the target language culture, methodological competence and awareness, experience of teaching the kind of learner for whom the materials are being selected, attitude to teaching and to learners, time available for preparation, beliefs about teaching and learning, preferred teaching style, and preferred method

Third, institutional factors entail level within the educational system, public sector versus private, role of the target language, time available for the study of the target language, timetable, class size, physical environment, additional resources available,

aims of the programme, syllabus, form of evaluation, decision-making mechanisms and freedom given to teachers (McGrath, 2002, pp.19-21)

In the macro context, the factors are related to social, cultural, religious, economic and political issues which may affect the other factors described above. These involve the aims of education, language policy and the role of the target language, the aims of language education, cultural considerations, and so on.

All the features above centre on the criteria for a checklist for material selection. Deviating from material evaluation it would be helpful here to examine the viewpoints from material development. Tomlinson (1998, pp.2-22) suggested that good language teaching materials have the following characteristics:

- Materials should achieve impact
- Materials should help learners to feel at ease
- Materials should help learners to develop confidence
- What is being taught should be perceived by learners as relevant and useful
- Materials should require and facilitate learner self-investment
- Learners must be ready to acquire the points being taught
- Materials should expose the learners to language in authentic use
- The learners' attention should be drawn to linguistic features of the input
- Materials should provide the learners with opportunities to use the target language to achieve communicative purposes
- Materials should take into account that the positive effects of instruction are usually delayed
- Materials should take into account that learners differ in learning styles
- Materials should take into account that learners differ in affective attitudes
- Materials should permit a silent period at the beginning of instruction
- Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities
- Materials should not rely too much on controlled practice
- Materials should provide opportunities for outcome feedback

The criteria mentioned so far are for textbook selection or evaluation which is applied to books already made. Conversely, what do material writers consider before they make books? Looking at the basic principles in textbook writing may

give useful information about the aspects of textbooks. Bell and Gower (1998) established basic principles in material writing. A textbook should have sufficient flexibility as a resource book. In doing so the activities in a textbook should be flexible by addition, skipping, or changing the activities. In this view, the workbook is viewed as a valuable additional resource for the teachers. Another principle is to provide authentic texts which contain examples of the focus language. With respect to spoken texts, they should be authentic and real as far as possible. Also, texts should contain engaging content, so they could motivate learners to want to talk or write. Lastly, the four skills should be integrated.

So far, the criteria mentioned above make sense but it seems to be hard to understand the true meaning of each criterion. It is somewhat vague. It is a brief and incomplete account. It is necessary to see what each criterion means in the actual context, where the book is used. If textbook users were asked 'why' questions which lead to a particular meaning, it would help understand the true meaning of each criterion.

2.2.4 Previous studies on coursebook evaluation

This section offers a brief glimpse of the empirical studies on coursebook evaluation. Tomlinson et al. (2001) reviewed eight current EFL adult coursebooks. General findings from their review indicated that there was an attempt to draw personal responses from learners, to pursue a gleam of humour, and to provide realistic sound effects in audio materials. The areas requiring improvement were that the books were weighted towards explicit grammar teaching, while more attention needed to be paid to a communicative approach.

In a similar vein, Masuhara et al. (2008) evaluated eight current adult EFL coursebooks particularly at intermediate level. Positive development was found in many respects. One of the desirable changes was the introduction of a variety of Englishes acknowledging global English. These books displayed increased efforts to achieve realism in the text. Learner autonomy was considered with the application of opportunities for self-assessment. With regard to books for the teacher, it suggested ideas for alternative activities.

Negative aspects, however, also were identified in these coursebooks. According to Masuhara et al. (2008) they aimed to cover not only general English learners in Europe and EFL learners all over the world, but they satisfied neither. It clearly

shows that there is no such textbook which can satisfy all learners and all situations. An absence of comprehensive learning objectives for the courses was found in addition to a lack of engaging texts as well as extensive reading and listening texts. Analytical activities were the predominant activities while activities which preferred other learning styles were disregarded. Also, they were criticised for a shortage of aesthetic illustrations.

Masuhara et al. (2008) asserted that teachers did not want prescriptions 'but good text, advice, and suggestions so that they can personalise, localise, and adapt the global coursebooks to suit their learners in their classrooms' (p.311).

The two studies above are evaluations of current coursebooks. Both studies look at recent changes and suggest things to be improved. However, both evaluations were made by a group of experts rather than learners. Research on current coursebooks has converged on adult coursebooks, while there is a dearth of research on textbooks for young language learners.

2.2.5 Checklist for material evaluation

As previously noted, to make a checklist for textbook evaluation a wide range of criteria should be established based on the linguistic, psychological and pedagogical principles of language learning (McGrath, 2002). The criteria for the checklist should be comprehensive enough to cover the evaluation of all features of the textbook (Tucker, 1978, cited in McGrath, 2002).

In this view, the use of a checklist has possible drawbacks. The evaluation is deemed effective and useful if the criteria of a checklist are relevant to the particular situation. As Williams (1983, cited in McGrath, 2002, p.27) pointed out, a checklist cannot remain static. As a matter of fact, the criteria for materials evaluation checklists are reflective of the time at which the material writers believe those criteria to be important (McGrath, 2002). Hence, if a checklist is out of date or inconsistent with beliefs, it should be changed (Littlejohn, 1998). Otherwise it undermines the effectiveness of the evaluation.

Another serious problem regarding the criteria in checklists is, as earlier noted, that criteria are established based on underlying assumptions about what 'desirable materials should look like' (Littlejohn, 1998, p.191).

Given the concept and the limitations of a checklist for material evaluation, it is clear that there is a need for empirical evaluation which reflects the actual context and time. The current study is an effort to establish criteria which are relevant to the current teaching context based on the perspectives of teachers, parents, and young language learners who are the major stakeholders of primary English education in EFL situations. A discussion of the inclusion of these stakeholders will be unfolded by seeing this from their respective angles in the following sections, 2.3, 2.4, and 2.5. This discussion develops from 14 research studies and a summary of the 14 previous studies is shown in Appendix A.

2.3 Teachers' beliefs/perspectives

Over the last two decades, teachers' beliefs have received a lot of attention. According to Johnson (1994), research on teachers' beliefs is based on the presumptions that: (a) Teachers' beliefs affect their perception; (b) Teachers' beliefs are carried into classroom practices; (3) It is vital to understand teachers' beliefs in order to improve teaching practices and teacher education programmes (p.439, cited in Farrell and Lim, 2005, p.2). The areas of research in relation to this topic have taken a variety of directions not only in general education but also in English Language Teaching (ELT). Numerous studies have emphasised the importance of the notion of belief in ELT.

Some studies have identified core beliefs about language teaching and learning in general, others have had special interest in specific aspects of language teaching and learning. Some research studies attempted to find teachers' beliefs or perceptions of the communicative language teaching (CLT) approach.

A study on the beliefs of 112 second language teachers by Richards et al. (2001) found that many of them followed the communicative approach, but surprisingly, it appeared that many still firmly believed in the centrality of grammar. It indicates the prevalence of grammar-based learning in the second language context.

A later study by Bell (2005) endorsed these findings, showing that the post secondary foreign language teachers who were the subjects of the study believed in the importance of communicative approaches, group work and negotiation of meaning, and assessment but that they had conflicting views on error correction. Some teacher respondents agreed that foreign language learners should be corrected when they make grammatical mistakes (34%), other teacher respondents

disagreed (36%). Also, some teacher respondents agreed that the effective foreign language teacher corrects errors as soon as possible after they occur (40%) and other teacher respondents disagreed (38%). Unfortunately since no interviews were conducted in these two studies, there is no investigation of the contradictions and disagreements that were found in teachers' behaviour.

In a case study on teachers' beliefs and the implementation of CLT (Communicative Language Teaching), Hiep (2007) found teachers' firm beliefs that the main goal of CLT is to enable students to use the language, and that CLT is the best way to make language meaningful for students' future lives and improve the classroom atmosphere. At the same time however, some hindrance to teachers when put into practice was found. As a methodology to implement CLT, pair work or group work was constrained by contextual factors. Hiep's (2007) analysis identified as constraint: traditional examinations; class size; cultural factors such as beliefs about teacher and student roles; learner factors such as students' low motivation; and teacher factors such as teachers' lack of experience in teaching communicative activities.

In a case study of two primary school teachers in Singapore, Farrell and Lim (2005) explored their beliefs on grammar teaching and practice. The analysis of interviews showed that the teachers shared a belief that grammar teaching is essential to make students use grammar structures correctly in writing. The teachers also had a firm belief that drills are necessary in learning the patterns of grammar.

The results of observation, nevertheless, revealed the accordance and discordance between the teachers' beliefs and their practices. Observation of one teacher showed that the teacher's practice was in accordance with her belief in the overt teaching of grammar. That is, the teacher perceived the benefits of explicit grammar teaching and in her practice provided explicit explanation. On the other hand, discordance between the other teacher's beliefs and practices was observed. She expressed her belief in a more indirect, covert grammar teaching method during the interview but in fact her teaching approach was rather explicit and relied on overt teaching. Farrell and Lim (2005) mention time constraints resulting from the demands of schools and parents as one of the external factors accounting for the discordance between what teachers believe and their actual classroom practices. All the studies reviewed so far indicate the aspiration towards CLT yet the lingering evidence of grammar-based approach.

In comparison with this small scale case study by Farrell and Lim (2005), a more recent study, using a larger number of participants and employing mixed methods, found a large gap between teachers' beliefs and practice in written feedback. Lee (2009) interviewed seven secondary teachers and carried out a questionnaire with 206 teachers and follow-up interviews with 19 of the teachers. Similar to Farrell and Lim (2005), Lee (2009) demonstrated that the gaps between beliefs and practice can be generally attributed to constraints created by the institutional context such as exam pressures and school policy.

Despite the growing body of literature concerning teachers' beliefs with regard to the teaching and learning process, little research has been done on teachers' beliefs about the materials used in the classroom. A recent study of the use of an English textbook for teaching English to vocational students in Singapore by Lee and Bathmaker (2007) reported that teachers seemed to be reluctant to use a new prescribed textbook for vocational students, rather they preferred to use alternative materials such as other commercial materials or teacher created materials. Data from open-ended questions could explain their preferences for alternative resources over the prescribed textbook. The teachers' perception of the activities in the new textbook as too difficult for their learners and not relevant to exam preparation accounted for the inclination for other resources. This finding implied that the demands of examinations may affect teachers' beliefs in the use of textbooks.

Zacharias (2005) examined teachers' beliefs about internationally-published materials used at tertiary level in Indonesia. Zacharias (2005) reported that the teachers preferred internationally published materials. The useful attribute of internationally-published materials are delineated in three ways: (a) internationally-published materials provide 'natural, authentic, accurate' language; (b) they give cultural background; (c) the quality in terms of content and appearance is better than locally published materials (p.29).

On the contrary, the teacher respondents expressed a popular distrust of local textbooks. A problematic and practical concern was their availability, that is, the number of copies of local textbooks is limited. One serious drawback with local textbooks was that most local materials did not provide exercises or adequate explanation. Consequently, teachers had to fill the gaps which, in turn, increase the teachers' workload.

It is interesting to note that the teachers demonstrated a clear preference for internationally-published materials although they also clearly indicated the problems related to them. The major hindrances to teachers in using internationally-published materials are: (a) Teachers had difficulty in understanding the cultural aspects; (b) The language was rather difficult for the students; (c) Teachers often needed to modify or even completely change the examples or texts used.

As noted, the studies above centre on teachers' beliefs or perceptions. To sum up, the communicative approach which is a recent language teaching approach and grammar were often discussed. A gap between teachers' beliefs and practice was found. The gaps can be attributed to constraints by many factors such as exam pressure, school policy, unsuitable level and what students need. Internationally-published materials are preferred because of 'natural, accurate' language, better quality in content and appearance, and cultural background, whereas teachers' mistrust in local textbooks because of insufficient exercises or inadequate explanation. Now I wish to turn to the studies on not only teachers' but also learners' beliefs.

2.4 Learners' and teachers' beliefs

Some researchers compared the two groups: students and teachers (Kern, 1995; Peacock, 1999, 1998; Davis, 2003; Murphy et al. 2004; Zacharias, 2007; Hawkey, 2006). Language teachers are considered experts by language learners, therefore, teachers' views 'could have a strong influence on students' own beliefs' (Horwitz, 1988, p.291). A significant body of research has shown the central role of learners' beliefs about language and language learning since learners' beliefs play a key role in their learning experience and achievements in learning (Cotterall, 1999).

The following studies attempted to compare teachers' beliefs and learners' beliefs. Horwitz (1990) claimed that mismatches between FL students' and teachers' expectations can have a negative impact on the students' satisfaction with the language learning. Given that notion, it is useful to investigate teachers' beliefs and learners' beliefs and compare them. Several studies have focused on aspects of language learning.

A recent study by Brown (2009) comparing teachers' and students' perceptions of effective foreign language teaching showed that teachers seemed to value communicative tasks more than students did. Conversely, students seemed to be

more in favour of grammar teaching than teachers. Teachers' perceptions did not seem to match with their students' perceptions in many cases. Brown (2009) concluded that identifying the match or mismatch of teachers' and learners' perceptions can enhance the understanding of each group's stance on effective second language teaching. More importantly, raising consciousness is beneficial not only to teachers and students but also to administrators and teacher trainers

Similar to Brown's study, Davis (2003) sought to find similarities and dissimilarities between teachers' and students' conceptions of language learning in his study which was conducted in a tertiary institution in Macao. Davis (2003) reported that the aspects that teachers and students agreed on were found in four items: (a) language is learned through imitation; (b) students with high IQs are good language learners; (c) the most important factor in second language acquisition success is motivation; and (d) when students are allowed to interact freely, they learn from each other's mistakes.

On the other hand, Davis (2003) highlighted a strong difference between teachers and students in their beliefs in many aspects. Students believed much more strongly than their teachers that: (1) the earlier a SL is introduced in school, the greater the likelihood of success in learning; (2) teachers should present grammatical rules one at a time and students should practice examples of each one before going on to another grammatical rule; (3) students' errors should be corrected as soon as they are made; and (4) teachers should use materials that expose students only to those language structures that they have already been taught.

Peacock (1999) also examined beliefs about language learning of both students and teachers in a university in Hong Kong. However it should be noted that perhaps the most serious weakness of this study is that 5-minute interviews with a few selected students limited the reliability of the data. Peacock (1999) reported that most of the teachers and learners agreed or strongly agreed with items on the questionnaire, nonetheless, the results disclosed the differences in opinions between learners and teachers as expected. For example, 62% of students believed that 'learning a foreign language is mostly a matter of learning a lot of new vocabulary words,' whereas only 18% of teachers agreed, while 60% of teachers disagreed with it. Learners agreed more than teachers on beliefs regarding new vocabulary learning, that learning grammar rules is central, and the importance of practice in the laboratory.

Peacock (1999) attempted to find the relationship between learner beliefs and their proficiency and demonstrated that learners' beliefs regarding learning grammar rules, mistakes, and time spent in learning a foreign language to become fluent, which differed from the teachers' beliefs, negatively affected learner proficiency.

Given the notion that learner beliefs that are radically different from teacher beliefs may affect not only learners' attitudes and motivation but also proficiency, it is crucial to examine the mismatch between learner beliefs and teacher beliefs. Peacock (1999) suggested that teachers should appraise their learners' beliefs to avoid learners' misunderstanding and dissatisfaction.

While the three studies just discussed were in regard to language learning in general, other studies have focused on learning activities in language classrooms.

In another major study, Peacock (1998) explored teachers' and learners' beliefs about useful activities for English language learning. The respondents were asked to rate usefulness among 11 given activities which are commonly used in the classroom such as pair work, vocabulary development, conversation practice and so on. A substantial mismatch between learners' and teachers' beliefs was found; in particular learners rated error correction and grammar exercises much higher than the teachers; on the other hand, learners underestimated pair work and group work compared to the teachers.

Peacock (1998) identified the reasons why the gaps appeared. The plausible reason was that the learner respondents may have formed their beliefs in their previous language learning experience which centred on rote learning and grammar rules and the learners still hold these strong beliefs when they go on to study English in university.

The research context of the preceding studies (Brown, 2009; Davis, 2003; Peacock, 1999; Peacock, 1998) was restricted to education at tertiary level. Unlike these studies, Hawkey (2006) expanded the educational level by including elementary, middle and high schools in Italy. He selected 13 activities and compared teacher and learner perceptions of those activities. In the analysis of activities, Hawkey (2006) did not draw attention to what activities the respondents favoured, instead, the researcher turned his attention to the prominence of activities through asking how often they follow those activities in practice.

Hawkey (2006) found two notable differences between teachers and learners. Students rated grammar exercises more highly than teachers did. The other distinction between students and teachers appeared to be that students underrated pair work, contrary to the fact that teachers rated pair work as the second most prominent activity out of 13 activities. This echoed the findings from Peacock's (1998) study.

The attitude towards coursebooks was studied by McGrath (2006), comparing teachers' views with students' views of English coursebooks used in secondary schools in Hong Kong. It is interesting to note that McGrath (2006) used a metaphor to seek the attitude towards coursebooks. It is also worth noting it concerned teaching materials comparing teachers' and learners' views. Respondents were asked to finish the sentence with a metaphor displayed on the paper provided which starts with 'A coursebook is...'. Teachers' metaphors were categorised into four themes: guidance, support, resource and constraint; on the other hand, students' images were categorised into eight themes: resource, support, guidance, constraint, boredom, worthlessness, source of anxiety and fear. While teacher responses were mainly positive, learner responses featured a wide range from positive to negative.

The results showed that respondents may have positive or negative attitudes and suggested that the negative attitudes may result from unsuitable materials and the way teachers use materials. McGrath (2006) asserted that obvious differences in views between teachers and learners are a warning sign. Also it stated that it is necessary to encourage awareness to change attitudes.

In summary, the analysis of previous studies on learners' and teachers' beliefs so far leads to the conclusion that although there was a common thread between teachers and learners, they showed a strong difference in their beliefs. Students believed more strongly than their teachers in vocabulary learning and grammar rules. Students' beliefs which differ from the teachers' beliefs may negatively affect learner proficiency.

As outlined in section 2.3 and 2.4, although there has been a substantive amount of research on beliefs about language learning, most research studies by far have been conducted at either secondary or tertiary educational level. The study by Farrell and Lim (2005) was the only one regarding teachers' beliefs on language

learning at primary educational level. There is a dearth of research devoted to comparing the views from young language learners and teachers.

Children are frequently deemed to be unable to decide matters of their educational lives. Consequently, adults such as parents or guardians are authorized to act. Children's exclusion from an advisory role is behind the times (Rudduck et al., 1996, p.172). Rudduck et al. (1996) argued that 'what pupils say about teaching, learning and schooling is not only worth listening to but provides an important foundation for thinking about ways of improving schools' (p.1).

Rudduck and Flutter (2004) demonstrated pupils have the capacity to reflect on aspects of their learning when given space and encouragement. There is convincing rationale for listening to what pupils say about teaching and learning. Teachers can gain substantial benefits from listening to what pupils say about teaching and learning: opening teachers' perceptions of young people's capacities; the ability to view the taken-for-granted issues from a different angle; a willingness to change their thoughts and practice; regeneration of enthusiasm for teaching; and planning an improvement scheme. In addition, what pupils think can make a difference to their engagement in learning and achievement. Given the value of listening to pupils' voice, there is a considerable need for the attempt to see primary school children as young language learners differently, to reevaluate their capabilities and to practise to reflect what they say in the field of ELT.

A study by Murphy et al. (2004) is a good example of a study on perceptions of primary school children and teachers although it concerns not English language teaching but general education. This study on beliefs about good teachers and good teaching compared primary school students (second graders) with both preservice and inservice teachers. The results from questionnaires, second graders' drawings and post-drawing interviews showed that the groups were in agreement with each other on many of the characteristics of good teachers such as caring, patient, not boring, polite and organized. In sum, similarities in three groups found that good teachers and good teaching were depicted as 'student-centred instruction where students are happy and the teacher is moving around the classroom' (p.87). There were also discrepancies among the three groups. Second graders seemed to believe that likeable, shy, and ordinary were more distinctive features than either the preservice teachers or inservice teachers. It is noteworthy that this study sufficiently testifies to primary school children's capability for participation.

With regard to teaching materials, three studies (Lee and Bathmaker, 2007; Zacharias, 2005; McGrath, 2006) demonstrated beliefs in ELT. Lee and Bathmaker (2007) and Zacharias (2005) examined teacher beliefs excluding learner beliefs, whereas McGrath (2006) expanded this to include teachers and learners. In brief, although studies have been carried out on textbooks, no single study exists which adequately covers the comparison of teachers' beliefs with young language learners' beliefs about teaching/learning materials. Therefore, a more extensive study of young learners' perceptions as compared to teachers' perceptions in ELT is required in order to raise awareness of discrepancies and find similarities.

This section 2.4 examines the significance for learners' beliefs and children's participation in their learning. The section which follows describes the value of parents' perspectives and their involvement in their children's language educational context. Then, the attention shifts to argue the value of the current study in language teaching and teaching materials for young learners in EFL.

2.5 Parent involvement / partnership

In recent years, there has been increasing interest in understanding parent involvement. The growing interest of parents in their children's education has been sparked by political initiatives in many countries. Parents are seen not only as 'consumers' (De Carvalho, 2001), but also as 'governors' (Golby, 1993).

Numerous studies show how parental involvement in education has a variety of positive effects on areas such as academic outcomes, school climate, teachers' behaviour, parents' confidence (Epstein, 1995; 2001). Many studies focused on academic outcomes: higher achievement in literacy (Senechal, 2006; Reutzel et al., 2006; Epstein, 2001), and writing (Epstein et al., 1997). In addition, Darch et al. (2004) suggested that parent involvement in children's educational programmes may result in increased learning and fewer behavioural problems. A recent study revealed that parent involvement increases the level of children's social skills (McWayne et al., 2004).

Apart from the question of positive effects that have been identified in various studies, the view from a policy perspective may explain different reasons underlying parent involvement. According to the OECD's (1997) report, the first categorization of the reasons for parent involvement in education is democracy. Parent

involvement in education per se represents a legal right in democratic principles. Second, accountability is one of the rationales for parent involvement. Schools can be held accountable by the stake holders. Third, the notion of parents as consumers is a further explanation. Parents can choose schools. Fourth, another underlying reason is to raise standards. It is based on the belief that parents may have higher expectations than teachers and it may help improve school performance.

These days, the notion of partnership is considered as central to home-school relationships (Haggart, 2000). Epstein (2001, p.89) distinguished 'school, family, and community partnerships' from parent involvement; regarding parent involvement responsibility often falls on parents, whereas partnerships allocate and share responsibility. Pugh (1989, p.6) defined a partnership as 'a working relationship that is characterized by a shared sense of purpose, mutual respect and the willingness to negotiate. This implies a sharing of information, responsibility, skills, decision-making and accountability.'

Bastiani (1993) stated that partnership relies on and acknowledges the similarities and differences of each party. Developing a better understanding of parents' views is particularly important for primary children's education. However, little is known about parents' beliefs regarding the foreign language learning of their primary school-aged children.

2.6 Language and culture

Language, thought and culture are interwoven, influencing and being influenced by each other. It is imperative that second or foreign language learners understand and learn the essence of culture in language learning (Valdes, 1986). As a matter of fact, culture is difficult to define due to its complex nature. The culture which involves achievement is referred to as large/big/capital 'C' culture, for example, history, geography, literature, achievements in art and music, while behavior culture, in other words, 'the way of life', is referred to as little/small 'c' culture, such as how people greet one another, and what people eat and wear (Brooks, 1975).

New definitions of culture have influenced the way in which language learning is understood. The notion of competence in language learning has continuously changed. The notion of communicative competence traces its source to Chomsky's idea of competence. Chomsky distinguished linguistic competence from linguistic performance. The underlying idea of Chomsky's theory is that competence indicates

perfect and finite knowledge about the native language's grammatical structures. In his point of view, performance does not affect competence. Chomsky is only concerned with competence; in contrast, he considers performance is not worth studying because performance is full of errors. Linguistic performance as the actual language used in a real situation is considered 'fairly degenerate in quality' (Chomsky, 1965, p.31, cited in Johnson, 2004, p.87).

The term *communicative competence* was first used by Hymes (1972). Hymes expanded Chomsky's definition of competence, that is, communicative competence is more than the knowledge of tacit grammatical rules. He claimed that when a person acquires his/her native language, the person acquires 'knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, where, in what manner' (Hymes, 1972, p.277). The ability to use the grammatical rules which are appropriate to a social context is called *sociolinguistic competence*. Thus, Hymes's communicative competence consists of *tacit knowledge* and *ability for use*. The tacit knowledge incorporates both grammatical competence and sociolinguistic competence (Johnson, 2004).

In comparison with Chomsky and Hymes, Byram (1997) objected to the notion of competence and performance, instead proposing the factors in intercultural communication using the term *savoir*. His seminal work on *Intercultural Communicative Competence (ICC)* includes five elements: (1) attitudes: 'curiosity and openness, readiness to suspend disbelief about other cultures and belief about one's own' (p.50) which is an ability to relativise self and value others which is called *savoir être* (p.34); (2) knowledge: 'knowledge of social groups and their products and practices in one's own and in one's interlocutor's country; knowledge of the process of societal and individual interaction' (p.51). In short, it refers to knowledge of self and other and knowledge of interaction which is called *savoirs* (p.34); (3) skills to interpret and relate: 'the ability to interpret a document or event from another culture, to explain it and relate it to documents from one's own' (p.52), which is called *savoir comprendre*; (4) skills to discover and interact are called *savoir apprendre/faire* (p.34), which is 'the ability to acquire new knowledge of a culture and cultural practices, and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication and interaction' (p.98-99); (5) critical cultural awareness, which is called *savoir s'engager* (p.34).

These factors have an interdependent relationship. With the attitudes of openness and curiosity, it is not difficult to apply the skills of discovery and interaction. Without the attitudes of relativising one's own culture and valuing that of others' the interpretation is inevitably value-laden. On the other hand, the ability to interpret is influenced by knowledge of one's own and others' culture. Knowledge can create positive attitudes (Byram, 1997, p.34-35). After considering all the factors, Intercultural Communicative Competence (ICC) encourages a critical as well as open approach to otherness, looking at oneself and one's cultural beliefs, meanings and behaviours. It is vital to pursue critical cultural awareness as an educational aim for foreign language teaching.

The number of cultural texts has been increasing in English language teaching. If a teacher selects a cultural text, the problem still exists, unless the teacher is informed about how to present the concepts, what values need to be stressed, what to expand from the text, and so on (Valdes, 1986). One of the techniques for presentation, suggested by Brooks (1986), is to bring up a topic which may 'bring out identity, similarity and difference in comparable patterns of culture' (p.123). Possible topics which can be presented in language classrooms include greetings, farewells; the morphology of personal exchange; intonation patterns; patterns of politeness; verbal taboos; childhood literature, holidays; family meals (p.124-125). Some of these topics would be especially appropriate for cultural learning in texts for young language learners.

What a teacher should not overlook is not only making the cultural content interesting but also non-judgmental (Valdes, 1986). In fact, most of the materials in language teaching and learning convey cultural biases. Since it is impossible to get away from one's own culture, textbook writers may communicate culture-bound ideas throughout a book (Dunnett et al. 1986). Hence, teachers in language classrooms need to be aware of the fact and aim to have a non-judgmental attitude.

2.7 English as a Lingua Franca

A lingua franca is 'a contact language used among people who do not share a first language' (Jenkins, 2007, p.1). The rapid and wide spread of English as a language of communication has provoked *World Englishes*. Kachru (1985, 1996), in his seminal work, proposed three concentric circles: the Inner Circle, the Outer Circle and the Expanding Circle. According to Kachru, the Inner Circle includes the native English-speaking countries such as UK, USA, Canada, Australia and New Zealand.

The Outer Circle consists of the former colonies of the UK or the USA, such as Malaysia, Singapore, India, Ghana, Kenya and others. The Expanding Circle refers to the territories where English is learned as a foreign language as a vehicle of international communication including Korea, China, Japan, Russia, Indonesia and others.

Jenkins (2007, p.4) draws our attention to ELF (English as a Lingua Franca) and argues that ELF is the preferred term to distinguish the concept from both English as a Second Language (ESL) and English as a Foreign Language (EFL). English as a Second Language (ESL) is frequently designated for the Outer Circle Englishes, while English as a Foreign Language (EFL) refers to the Expanding Circle in general. In EFL, the goal of language learning is English as a Native Language, namely *nativelike* and the purpose of the language use is the communication between NS (native speaker) and NNS (nonnative speaker). In contrast, in ELF (English as a Lingua Franca) a learner can decide 'what kind of English learners want to learn': EFL (English as a Foreign Language) to communicate with NSs (native speakers), ESL (English as a Second Language), or ELF (English as a Lingua Franca) for international communication (Jenkins, 2007, p.21-22).

The comparison with two paradigms gives a clear understanding of the nature of the notion of ELF. The global English paradigm supports a unitary and monolithic model based on idealised NS (native speaker) norms. In contrast, the World Englishes paradigm promotes diversity and its essential nature is plurilinguistic. In the view of a Global English paradigm, 'international' English assumes US/UK norms, whereas in the view of the World Englishes paradigm, 'international' means cross-national linguistic. Hence, ELF is in line with the World Englishes paradigm (Jenkins, 2007, p.17-19).

Standard NS (native speakers) language ideology in ELT (English Language Teaching) is pervasive. The substantial majority of academic texts endorse NS English, usually standard British or American. Trudgill (2005), who is a sociolinguist, asserted that 'even if native speakers do not own English, there is an important sense in which it stems from them'. This implies a sentiment in favour of standard NS. Needless to say, assumptions based on standard NS ideology are widespread among not only English teachers, teacher educators, and SLA (Second Language Acquisition) researchers, but also the ELT examination boards and publishing industry (Jenkins, 2006, p.171-172).

2.8 What is next?

Section 2.2 discussed criteria for checklists and their limitations. The criteria of a checklist should be relevant to a teaching situation. Section 2.3 and 2.4 reviewed previous studies on learners' and teachers' beliefs. They focused on and discussed a range of contemporary issues about language learning and textbooks. More importantly, they clearly showed the gaps between teachers and learners in relation to beliefs about language learning and argued that these may negatively affect learning. Section 2.5 emphasised parent involvement in children's education. Despite the significance of parents' roles in primary education, little is known about parents' beliefs regarding the foreign language learning of their primary school-aged children.

Materials are not inherently good or bad. Instead, teaching materials are 'more or less effective in helping students to reach particular goals in specific situations' (Cunningsworth, 1979, p.31, cited in McGrath, 2002). Teachers, learners, and parents are all consumers. All these groups may have conflicting ideas about what a good textbook for EFL young learners is.

Integral to the argument in this chapter is that first of all, criteria for a checklist are based on assumptions or beliefs of theorists and the literature about material evaluation is not very extensive; second, although there are a few studies on textbook evaluation with current textbooks, the evaluations have been conducted by the researchers not by the consumers; third, there is a dearth of studies on the empirical evaluation of textbooks asking teachers' beliefs. But more than that, involving young learners and parents in constructing the relevant criteria is fundamentally essential.

Considering a context in South Korea where there is a great interest in primary English education and much expenditure on private English education, it is crucial to pay attention to parents' viewpoints. The current study can be considered as an endeavour to serve the need for a deep understanding of the views on textbooks for EFL young learners from teachers, parents and young learners themselves.

Chapter 3 Research design

The aims of the present study were to investigate how primary English education stakeholders perceive EFL (English as a Foreign Language) textbooks for young learners and what are the similarities and differences in their perceptions. The researcher sought answers to the following questions:

RQ 1: What are the perceptions of EFL textbooks of teachers, parents and young learners?

In what respects are their perceptions similar or different and how significant are these similarities and differences?

RQ 2: What can be learned from this about the characteristics of good EFL textbooks for young learners?

To answer the above research questions careful consideration was required in choosing a research design that well captured the perceptions of primary English education stakeholders. An 'exploratory sequential design' was selected as most appropriate for the present study which is a type of mixed methods approach (Creswell and Clark, 2011, p.71).

This chapter deals with the philosophical assumptions of the mixed methods approach. It next covers the rationale for and procedure of exploratory sequential design in order to explain the definition and the advantages of a mixed methods approach and goes on to explain the reason why adopting a mixed methods approach was chosen for this study.

3.1 Mixed methods

3.1.1 Definition of mixed methods

Johnson et al. (2007, p.123) listed 19 definitions of mixed methods and summarised them to concur with the current but scattered definitions. They offer a general definition which is frequently cited as follows:

Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data

collections, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration.

Another broad definition provided by Tashakkori and Creswell (2007, p.4) was that mixed methods is 'research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or programme of inquiry'.

3.1.2 Pragmatism

A philosophical assumption underlying a mixed methods approach is pragmatism. Pragmatism refuses to participate in the either-or in the battle between constructivism and positivism. It gives an option of embracing both sides of the argument in consideration of both the research question and real world (Teddle and Johnson, 2009).

Tashakkori and Teddle (2003, p.713) defined pragmatism as

A deconstructive paradigm that debunks concepts such as "truth" and "reality" and focuses instead on "what works" as the truth regarding the research questions under investigation.

In short, the heart of the matter is the consequences of the research, and finding the most practical methods for arriving at them (Creswell and Clark, 2011).

Johnson and Onwuegbuzie (2004, p.18) outlined the general characteristics of pragmatism. From the perspectives of pragmatism, 'knowledge is viewed as being both constructed and based on the reality of the world we experience and live in'. It endorses 'eclecticism and pluralism' which means even conflicting or different perspectives can be useful. It advocates 'a strong and practical empiricism as the path to determine what works'.

3.1.3 Strengths of mixed methods

The superiority of mixed methods research to the single design approach can be claimed on the ground of three reasons. First, mixed methods research can simultaneously ask confirmatory and exploratory questions using both qualitative and quantitative approaches. Second, mixed methods research can draw better inferences. Third, it can open up the opportunity for a wide array of viewpoints. Thus,

the questions raised in the beginning of the study can be answered satisfactorily, simply because mixed methods research gives more evidence for a research problem than either quantitative or qualitative research alone. By doing this, the primary aim of the research is achieved (Teddle and Tashakkori, 2009, p.33).

The mixed methods approach has been utilised in a wide range of disciplines. There has been a phenomenal growth in the number of mixed methods studies in the area of the human sciences in the past 15 years (Teddle and Johnson, 2009). Niglas (2004) classified more than 1,100 journal articles from 15 education journals into three types: a quantitative, qualitative, or mixed methods design. Nineteen percent of the articles were identified as mixed methods design. It is obvious that mixed methods is a distinctive method and can be applied in various fields of study.

Greene (2008, p.20) conceptualized the mixed methods way of thinking as angled towards 'multiple ways of seeing and hearing, multiple ways of making sense of the worlds, and multiple standpoints on what is important and to be valued and cherished.' Consequently, better understanding of multifaceted social phenomena should be gained from employing the multiple approaches.

As noted earlier, the literature about textbook evaluation is not very extensive and little is known about textbooks for young learners. To meet the aim of the present study – to investigate how primary English education stakeholders perceive EFL textbooks for young learners – it was necessary to explore the stakeholders' perception and to identify the issues around textbooks for young learners and their values by a qualitative approach. Then to meet the other aim of the study – to compare three groups: teachers, parents, and young learners and find the similarities and differences between the groups – it was necessary to compare the perceptions with a larger number of participants by a quantitative approach. In other words, a qualitative approach could help identify contemporary issues around textbooks for young learners, listening to the perspectives from teachers, parents, and young learners. On the other hand, a quantitative approach could determine what are the consensus and differences among these three groups. A mixed methods approach was therefore adopted for this study and it was embedded within an 'exploratory sequential design' – paradigm.

3.1.4 Exploratory sequential design

'Exploratory design' is considered to be a highly effective approach for the purpose

of exploring unknown aspects of a phenomenon (Creswell, 2003). Under some circumstances, the researcher may not know what questions need to be asked, what variables need to be measured, and from what theories he/she can start to build. The uncertainty and opacity may be attributable to the novelty of the topic. In such cases, it is acknowledged that a successful strategy is to explore qualitatively to learn what needs to be investigated followed by a quantitative study to generalize or test what was found from the first inquiry (Creswell and Clark, 2011).

The strengths of the exploratory design approach lie in its structural properties, that is, its two-phase formation. First of all, discrete phases make the research simple and easy to illustrate, implement and report. Second, although exploratory design gives a prominence to the qualitative aspect, the accompanying quantitative element can make the study more satisfactory to the audience who advocate the quantitative approach. Third, a new instrument can be developed as an outcome of the research process (Creswell and Clark, 2011).

Regarding 'sequential design', it has two phases in general, and it refers to the phases of the study in order. One phase emerges from or follows the other. In other words, the quantitative phase is followed by the qualitative phase or vice versa (Teddle and Tashakkori, 2009). A general procedure for an exploratory sequential design is as shown in Figure 3.1.

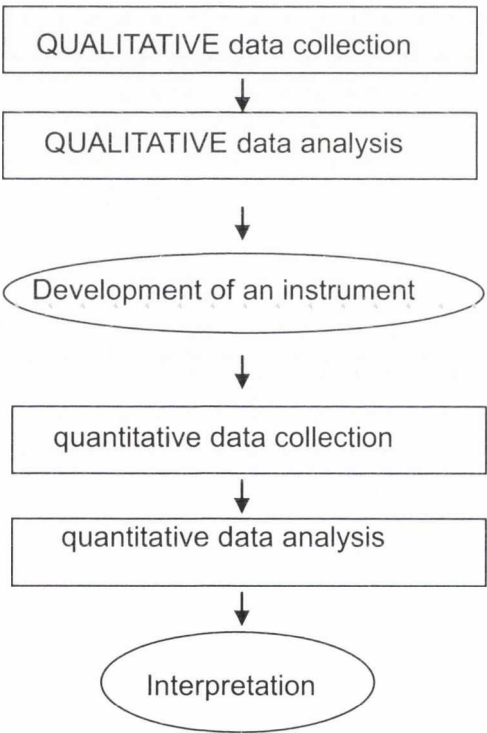
Taken together, in exploratory sequential designs, the collection and analysis of qualitative data in the first phase take precedence over the quantitative phase. The aim of the use of quantitative data and the results obtained is to help in the interpretation of the qualitative findings (Creswell, 2003). The purpose of the qualitative phase, Phase 1 of the current study, is to explore the aspects of EFL textbooks for young learners, valuing multiple perspectives from three stakeholders. This qualitative phase is intended to answer the first question of RQ1 and identify the information needed to inform the subsequent phase. When moving to the quantitative phase, Phase 2, development of an instrument is needed. Then, the quantitative phase, Phase 2, emerges based on what is learned from Phase 1. The purpose of the quantitative phase of the current study is to test the qualitative results with a larger sample and test hypotheses which were formulated based on Phase 1. The quantitative phase aims to answer the second question of RQ1, that is, to determine the degree of agreement with the initial qualitative categories. In order to answer RQ2, the results of Phase 1 and Phase 2 are integrated, helping the

interpretation.

Overall, 'exploratory sequential design' was considered as the most appropriate and highly effective approach in the current study for several reasons. As noted, little is known about textbooks for young language learners and the research problem is more qualitatively oriented. Consequently, (1) instruments are not available - with this reason there is a need for the development of an instrument; (2) there is no guiding framework; (3) it is clear that perspectives on EFL textbooks for young learners are unknown.

The procedure of this current exploratory sequential design is described in the remainder of this chapter.

Figure 3.1 General procedure for exploratory sequential design (adapted from Creswell, J. W., 2003, p.213)



3.2 Procedure

'Exploratory sequential design' has two phases as noted earlier and consequently in this study data collection and analysis consist of two phases:

Phase 1: semi-structured interviews with teachers, parents and young learners

Phase 2: questionnaire data from teachers, parents and young learners

An outcome of Phase 1 was the creation of an instrument for a questionnaire which was administered in Phase 2.

It is worth remembering the strengths and weaknesses of both semi-structured interviews and questionnaires as data collection strategies. First of all, interviews are a conventional and powerful technique since they enable the researcher to have a face-to-face interaction with the interviewees. Interviews enable interviewers or researchers to ask for clarifications if answers are vague or to give clarification if a question is unclear (Teddlie and Tashakkori, 2009, p.229). Secondly, the qualitative interview involves a 'reconstruction of events' when the interviewees are asked to think back over their past experience related to the issue, which cannot be achieved through observation (Bryman, 2004, p.339). Thirdly, an interview is less intrusive than participant observation. Finally, one of the advantages of an interview is that the interview can have a specific focus, which is directly related to the research questions.

In this sense, the semi-structured interview with open-ended questions was the best fit for Phase 1 of the current study for several reasons: (1) It can be flexible, therefore, there is a possibility to not only modify the lines of questions but also change the order of questions if necessary.

(2) The interviewer can ask for clarification or further questions, because talking about perceptions and values can be vague so the clarification is necessary for the interviewer to clearly understand.

(3) The participants are able to think back over their learning or teaching experience related to textbooks.

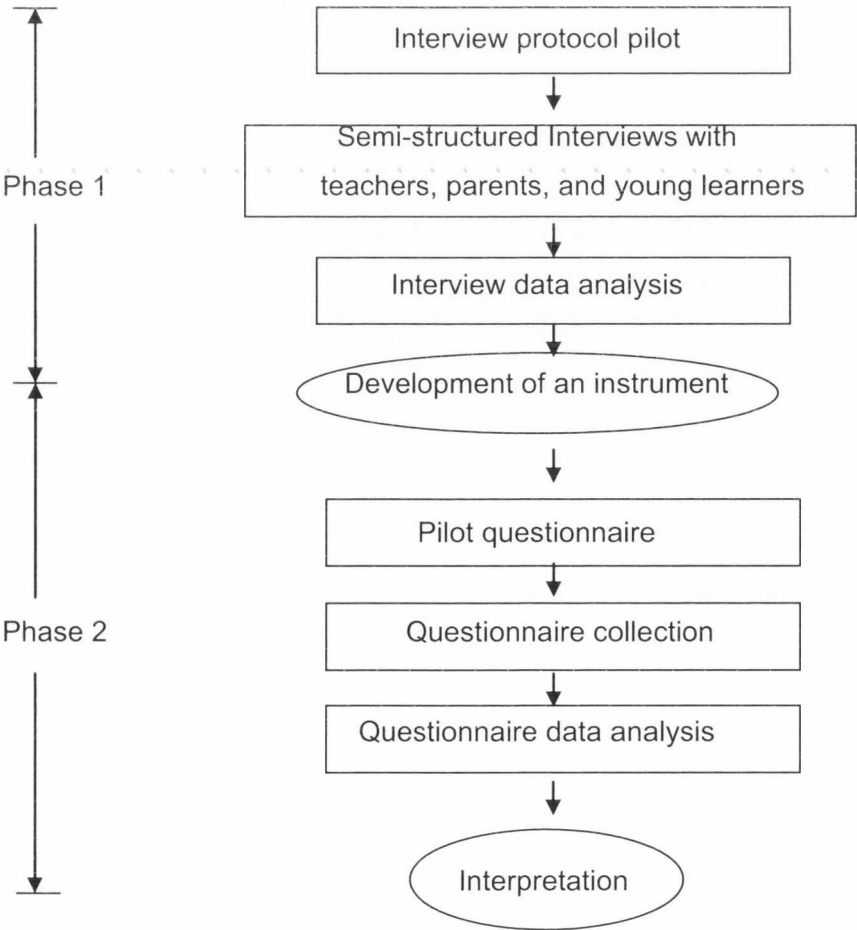
What is crucial is that the purpose of interviewing is to understand what the interviewee thinks or feels about a certain issue. The researcher should be careful to explore the shared meanings that participants have, their feelings and the contexts of the topic (Lichtman, 2006). While the interview is the most commonly used instrument in this type of data collection, there is a need to be aware of its shortcomings. Most importantly, bias is the issue that challenges researchers. A further practical problem is that interviewing and transcribing are also time-consuming (Robson, 2002; Lichtman, 2006).

On the other hand, the major advantage of the self-completion questionnaire is that

it can be distributed in very large quantities at the same time. Also, it may be more convenient for participants, because they can complete the questionnaire when they want. At the same time, however, questionnaires may take several weeks to be returned and there is a need for follow-up letters to those who fail to return them. It is necessary to take into account the disadvantages of the self-completion questionnaire. When the respondents find it difficult to understand the questions and answer them it is impossible to clarify the meaning of the questions because there is no interviewer or researcher to help. It is impossible to collect additional data whereas interviewers might be asked to collect further information. In self-completion questionnaires respondents may skip and fail to complete questions which create missing data for the variables (Bryman, p.133).

Priority in the current study was given to the qualitative approach as noted earlier. The results of the qualitative and quantitative phases were integrated in the interpretative discussion of the outcomes of the entire study. The whole procedure for the current study is described in the following figure (See Figure 3.2).

Figure 3.2 Procedure of the current study



Sequential mixed methods sampling

This study involved the selection of participants through the sequential use of purposive and probability sampling strategies to meet the research aim. Detailed information about the participants for each phase is described in Chapters 4 and 5.

Chapter 4 Phase 1: Qualitative phase

4.1 Methods

The study unfolded in two phases. The purpose of *Phase 1* was to answer the research question investigating the perceptions of EFL textbooks for young language learners in South Korea.

4.1.1 Participants

The focus of *Phase 1* was to explore teachers' beliefs about the use of books and investigate young EFL learners and their parents' perceptions of books used in English language learning, consequently, relevant participants were identified in Seoul and Gyunggi Province. To identify the perspectives on EFL textbooks for young learners, 58 participants were involved: sixteen teachers, twenty parents and twenty two young learners. Snowball sampling which is a well-known purposive sampling technique was used for *Phase 1*. This sampling approach is that a researcher identifies one or more individuals from the population of interest and uses them as informants (Bryman, 2004). The researcher used personal and business contacts to identify individuals from private English education and used them to establish contacts with others to recruit teacher and parent participants. Once the researcher identified teachers and parents who agreed to children's participation permission was requested and then young learner participants were recruited. Young learner participants were recruited only when both a pupil and his/her parent agreed.

The teacher participants were made up of 4 private tutors, 4 head teachers at private language institutes, 4 language teachers at private language institutes and 4 school teachers. The category chosen in the recruitment of teachers was settings where teachers work: private tutoring, private language institute, and public school. Teaching experience of the sixteen teachers ranged from 1 year 9 months to 11 years. Two teachers (12.5%) had 1-2 years of experience, one teacher (6.2%) had 3-4 years of experience, four teachers (25%) had 5-6 years of experience, one teacher (6.2%) had 6-7 years of experience, three teachers (18.7%) had 7-8 years of experience, two teachers (12.5%) had 8-9 years of experience, and three teachers (18.7%) had over 10 years of experience. Teacher participants consisted of two males and fourteen females. In this context, a private tutor is a teacher who teaches English working with one student or a small group; and a language teacher

at a private language institute is a teacher who teaches English at a 'hagwon', working with a group of students.

Fourteen (64%) of the participating pupils were male and eight (36%) of them were female. The pupil participants' ages ranged from 7 to 12 years ($M=9.68$, $SD=1.79$). The parent participants' ages varied from 36 to 52 years ($M=40.25$, $SD=3.47$). Seventeen of the participating parents were selected from Seoul and three of them selected from the outskirts of Seoul. They were all mothers. Table 4.1 shows demographic information about the participants.

Table 4.1 Demographic information about the participants in the qualitative phase

Teachers	n	%
Position		
Private tutor	4	25%
Head teacher at private language institute	4	25%
Language teacher at private language institute	4	25%
School teacher	4	25%
Total	16	100%
Teaching experience		
1-2 years	2	12.5%
3-4 years	1	6.2%
5-6 years	4	25%
6-7 years	1	6.2%
7-8 years	3	18.7%
8-9 years	2	12.5%
Over 10 years	3	18.7%
Total	16	99.8%
Gender		
Male	2	12.5%
Female	14	87.5%
Area		
Seoul	11	68.7%
Suburb	5	31.2%

Total	16	99.9%
Parents	n	%
Age group		
30-39	12	60%
40-49	7	35%
50-59	1	5%
Total	20	100%
Gender		
Male (father)	0	0%
Female (mother)	20	100%
Total	20	100%
Area		
Seoul	17	85%
Suburb	3	15%
Total	20	100%
Young learners	n	%
Gender		
Male	14	63.6%
Female	8	36.3%
Total	22	99.9%
School year		
Year 1	4	18.2%
Year 2	3	13.6%
Year 3	2	9%
Year 4	6	27.3%
Year 5	6	27.3%
Year 6	1	4.5%
Total	22	99.9%
Area		
Seoul	16	72.7%
Suburb	6	27.3%
Total	22	99.9%

4.1.2 Data collection

Semi-structured interviews were used to collect the data. The data collection took place from November 2010 to February 2011, with sixteen teachers, twenty parents

and twenty two young learners, in order to examine their different perspectives on EFL textbooks in primary English education. The semi-structured interview often uses an interview guide which shows a list of topics a researcher wants to ask. The interview protocol was pilot tested on one participant from each of the three groups – a teacher, a parent, and a pupil. The list of questions was based on the framework in Appendix B. Additional questions were asked where a particular issue needed to be addressed. The interviews were conducted individually by the researcher. Interviews were conducted in participants' first language which in this case is Korean except for two teachers. The duration of interviews with teachers and parents ranged from 20 minutes to 1 hour and 34 minutes.

After reading the cover letter and signing the consent form, a brief explanation was given to young learner participants using the Information leaflet which was generated particularly for young learners to understand the procedure of the interviews (Appendix C).

Given the concern to understand the young learners' perceptions, a tool was developed in order to acquire data directly from the young learners themselves. An activity was created in order to invite responses from the children and access their voices. The activity used stickers to mediate discussions between the researcher and the young learner. The young learners were asked to make a list of the English books they use at home, language institute or school. Then they were given various types of stickers. The young learner participants were allowed to choose stickers which they liked. They were asked to put stickers to indicate the extent they liked a book: one sticker for 'I dislike this book very much', two stickers for 'I don't like it', three stickers for 'so-so', four stickers for 'I like it', and five stickers for 'I like it very much'. The form used in the activity can be seen in Appendix D.

After completing the exercise with the stickers, the young learners were encouraged to discuss the reason why they liked or disliked those books on their lists. An example of the form used in the activity is presented in Appendix E. The duration of interviews with young learners ranged from 11 minutes to 45 minutes.

4.1.3 Data analysis

The entire interview was recorded, transcribed and analysed to capture the emerging themes. Note that most of the interviews were conducted in Korean, therefore, most transcription was initially in Korean. Translation into English was

checked by an expert who has a Master's degree in TESOL and is bilingual. The transcribed interviews were reviewed several times. Open coding was used in initial analysis to identify categories of data. Each transcription was analyzed carefully in its own right for coding. The final step in the process was to identify key concepts that reflect the meaning I attach to the data. Then a number of codes were organized into categories. The categories were revisited to see whether there were redundancies that could be removed and to identify critical elements. The categorization process was repeated several times to increase reliability. Finally, the categories were reorganized into themes. The data analysis was supported by member checking. The researcher returned to a few respondents and checked the interpretations. Member checking is a procedure that reduces researcher subjectivity and promotes the credibility or trustworthiness of the research (Robson, 2002).

4.1.4 Discussion on relevance of validity considerations

The use of one type of data, and not multiple data, in this phase may be a limitation in this study. In an effort to tackle this challenge, there were four different strategies to enhance validity. First, a valid description of what the researcher has seen or heard was ensured by audio-taping. Audio-taping was carried out during all interviews. Second, a valid interpretation was considered. Ahern (1999, cited in Lichtman, 2006, p.206) mentions that reflexivity is the crux of qualitative research which looks at social phenomena because researcher is an instrument him/herself. According to Russell and Kelly (2002), reflexivity is 'a process of self-examination that is informed primarily by the thoughts and actions of the researcher' (p.3). The researcher consciously tried to exercise reflexivity through the whole process of the study. Third, the use of simple tabulations of the frequency of categories was employed in order to reduce the threats to validity as suggested by Silverman (2010). The credibility of claims can be increased by simple counting of well-defined phenomena. Further, it protects from the anecdotalism that comes under criticism in some qualitative studies (Silverman, 2010). Finally, member checking was employed, returning to respondents and checking materials such as transcripts and interpretations which the researcher made.

4.1.5 Ethical considerations

Voluntary fully informed consent was sought from all participants prior to the research to ensure participant understood and agreed to their participation. It explained the aims and the process of the research and why their participation was

important and necessary (Appendix F, G and H).

Confidentiality and anonymity were features of agreements with all participants. Stakeholders tend to worry about what is revealed and about how it is reported (Robson, 2002, p.501). The participants in interviews received draft written reports. Pring (1984) pointed out that respondents need to be notified of draft reports rather than only the finished reports. Also, the prevention of deception was considered. Disclosure in reporting of any type, including written or verbal reporting, was avoided. The data was stored securely and disposed of in accordance with the Data Protection Act (1998, cited in BERA, 2011). Informed consent was obtained from parents whose children were interviewed. All participants had the right to withdraw from the research at any time.

The researcher, who was the interviewer, considered familiarity with and ease of access to a place for interviews. Data collection from parent and teacher interviews was undertaken according to their preference - home, school or cafe. Children are likely to feel comfortable when they are in a familiar environment. Data collection from pupil interviews was also undertaken according to their preference, either home or school. Resource rooms or classrooms were arranged for interviews. All interviews were conducted in child-friendly language and all interviews were in Korean except in the case of interviews with native English speaking teachers.

It is necessary to be sensitive to the adult-child power relationship. The interviewer (researcher) presented herself apart from other authority figures and ensured that she had the same seating arrangements as the children. The interviewer gave special attention to pupil participants to ensure safety and well-being. To comply with Article 3 and 12 of the United Nations Convention of the Rights of the Child and BERA (British Educational Research Association, 2011) Ethical Guidelines, all participants not only parents, teachers and head teachers but also primary school pupils were invited to give fully informed consent.

Consent forms and the permission letter are attached (Appendix I). Note that each consent form was translated into the participant's first language which in this case is Korean. Participants were informed how and why their personal data was being stored, to what uses it was being put and to whom it may be made available. This information included the aims of the research and why their participation is important and necessary.

4.2 Results

4.2.1 Preliminary analysis

The interview data were sorted and then compared and contrasted. First, the statements made by the participants were sorted into categories. Based on the interview data, thirty four categories emerged (See Table 4.2).

Sixteen out of the thirty four categories showed consensus amongst the three groups. The items of consensus are highlighted as shown in Table 4.2.

Table 4.2 Coded categories

	Categories	S (students)	T (teachers)	P (parents)	Total
1	language learning	24	34	14	72
2	difficulty level	39	16	14	69
3	pictures & illustrations	33	10	3	46
4	activities	35	3	-	40
5	age/ grade	1	17	17	35
6	educational outcomes	6	12	17	35
7	length	14	10	5	29
8	vocabulary	17	7	5	29
9	storyline	24	-	2	26
10	linguistic level	5	12	5	22
11	imported/local textbooks	-	15	6	21
12	topic	7	8	6	21
13	design & layout	12	8	-	20
14	supplement	5	8	4	17
15	support for teachers	-	17	-	17
16	relevant to life	6	1	8	15
17	fit for curriculum	3	10	-	13
18	genre	5	7	1	13
19	characters	12	-	-	12
20	easy to teach	-	10	2	12
21	effectiveness	-	9	3	12
22	meaningless/meaningful	8	-	4	12
23	future learning	-	8	3	11
24	organization of workbook	-	7	3	10
25	autonomy	6	1	1	8

26	teacher's own preference	-	7	-	7
27	authority	-	6	-	6
28	practical issues	1	3	2	6
29	anxiety	-	5	-	5
30	concern about negative attitude	-	-	5	5
31	English only	1	-	3	4
32	incorrect language	1	2	1	4
33	reputation	1	1	1	3
34	want to check progress	-	-	3	3

As mentioned earlier in section 4.1.4, some uses of quantification in the qualitative phase were utilized to improve the validity of the findings by simply counting the categories. The numbers in Table 4.2 represent frequencies of occurrences and responses.

Consensus among the three groups was found in 16 out of the 34 categories. As can be seen in Table 4.2 above, the frequency of categories from each party was different. Also, the actual responses were somewhat different although they converged on the same categories.

The categories were revisited to see whether there were redundancies that could be removed and to identify critical elements. The final step in the process was to identify key concepts. Nine themes were evident: (1) Language learning; (2) Non-language outcomes; (3) Appropriateness; (4) Variety; (5) Appeal to learners; (6) Ease of teaching; (7) Quality and content; (8) Imported vs. local textbooks; and (9) Concerns. In the following the figures refer to participants: S for young learners or students; T for teachers; P for parents. For example, S22 represents young learner participant number 22.

4.2.2 Theme 1: Language learning

It was a natural result that language learning was of central importance in English language learning materials. Language learners believed that the textbooks should cover various skills including the four skills, grammar, and vocabulary to help overall language learning. Grammar was the most often remarked item among those skills. Young learner and teacher participants agreed with the importance of grammar as they discussed the reason why they liked the books on their lists. Even young learners who are in lower grade in primary school recognize the significance of grammar in language learning. S22 who is a second grader and eight years old said,

It's grammar. It would be better if I practised grammar a lot.

Young learners appreciate the value of learning grammar. S19, who is in the fourth grade and has been studying English since she was in the kindergarten, mentioned,

I couldn't distinguish past tense from present and future tense when I speak. I used to get two things confused, countable and noncountable, I used to say 'We have no many time'....It (Grammar) helps speaking. I should have said, 'I've been to the U.S.A,' but I said 'I went to'. I talked like this to a foreigner. After I realized that mistake, I thought 'How did the foreigner understand what I said?'

Teacher participants valued textbooks containing everyday English which learners could use in real situations. T4 who is a private tutor said,

Coursebooks focus on everyday English anyway. It enables students to use survival English and that is fundamental.

T12 who is also a private tutor and has eight years of teaching experience mentioned,

Short scenes that could happen in real situations, situational language keeps appearing in the units. For example, in the first scene, there's a new student who transferred to a school and he introduces himself and says hi. 'Hi, my name is blah, blah, blah, I'm from...' The next scene is in the cafeteria. 'What's on the menu? Blah, blah, blah. It's about 5 to 6 sentences long, simple and useful sentences that students could actually use in real life.

In sum, grammar and everyday English were perceived as a central part of language learning. Grammar and conversational dialogue are commonly regarded as the most important by teachers regardless of their teaching experience. T7 who is a language teacher at a language institute and has two years of teaching said,

Topics are assigned according to units. The situational dialogue is learned followed by activities related to the situation. ..In each lesson, it includes grammatical points. We don't separate a grammar lesson from other things, but every unit, every lesson is composed of grammatical points.

T5 who is a private tutor and has more than eight years of teaching mentioned,

The focus of the course book is conversation, simple expressions in the form of dialogue or grammar...a book like this follows those things faithfully.

This notion was found when a parent response voiced a general discontent. P2 has two sons, one in fifth grade and the other in fourth grade.

This book doesn't have words that we already know or often use in everyday life. This book has too many confusing, imitative words, it doesn't appeal to readers. I thought more grammar is needed if my children are to jump over this step.

One of the sub-categories was overall language learning, which emerged from learners where they described good features of the book they liked. Three young learners in upper grades appreciated that a book helps overall language learning.

This book contains reading, grammar, and writing sentences so it seems to be helpful on the whole. (S1, Year 5, male)

It has exercises and vocabulary, it's good in every respect, sentences, grammar, vocabulary... (S6, Year 6, male)

It has not only reading but also listening and writing... Everything is mixed. (S14, Year 5, female)

Teacher and parent participants aimed to increase vocabulary with textbooks which

introduce rich and wide vocabulary. The value of vocabulary was depicted with “difficult words” or “something different from easy and plain words” as illustrated in these extracts.

A difficult word like ‘philosopher’ comes out... (S1, Year 5, male)

There are two reasons that we use the book X. It includes vocabulary that the main textbook doesn’t. This book introduces a large vocabulary... (T11, head teacher, over ten years of teaching experience)

This is at once its strength and weakness. In the case of social studies, it is difficult and she doesn’t know very well in the beginning but comes across new words and learns new words. The words in storybooks are easy and plain but the words in social studies are a little different from the ones of storybooks. I think it’s great. (P19 has a daughter who is eight years old)

A general concurrence among young language learners in vocabulary was in presenting word definitions in their first language.

There is a good point, because the words come with the meanings interpreted, I don’t have to look up the words I don’t know in a dictionary. (S17, Year 4, male)

This book helps learning words and it (vocabulary lists) is attached to the book. It shows the meaning of words to memorise. (S1, Year 5, male)

I wish there were the meanings of the words. (S16, Year 5, male)

Effectiveness can be interpreted in two ways. The key question here is how much it produces outcome, and how long it takes to produce the outcome. This concern appeared among mostly teacher participants.

We have to wait for so long until it pays off. Have to wait until it shows the language outcomes, it needs a substantial input but produces less output. (T11, head teacher, over 10 years of teaching experience)

It is a really good method of learning, but it takes a lot of time and effort. (T1, private tutor, eight years of teaching experience)

4.2.3 Theme 2: Non-language outcomes

In contrast to language-focused themes, non-language outcomes were distinctive features of good textbooks for young language learners. Textbooks which could provide background knowledge, new information, and subject knowledge were considered highly by participants. Background knowledge and information were the aspects most often remarked about.

What I like about book X is to provide background knowledge. Book Y doesn't give any background knowledge. This is the reason why I chose book X. Things based on facts can be of interest to learners. (T4, private tutor, 5 years of teaching experience)

There are some books containing scientific contents or social content. The book used in the institute contained something about whales, about colours. I think it is important that the textbook is fun of course, but we should know about content like that. Therefore, books containing such contents are better. (P2, who has two sons in year 4 and 5)

I gave more stickers than (normal for) this story. This book not only has stories but also it has good information, like information about natural disasters. (S9, Year 5, male)

I like a science textbook. Some mothers say studying science in advance helps for better understanding when children learn later. This book is filled with information to help children learn about the life cycle and things like natural science. Earth consists of water and land...It gives general information about Earth so my child could learn many things about the environment, which I liked. (P19, who has a daughter in Year 2)

Cultural awareness, giving a sense of achievement and moral lessons were counted as items among the good characteristics by a few participants. It can be assumed that the stakeholders of primary English education believe that language learning materials should aim not only at language learning but also at educational outcomes. In the following excerpt cultural awareness is explained as a learning outcome.

I expect that my child will not only learn the English language but also experience culture. (P17, has a daughter in Year 2)

The following excerpts illustrate giving a sense of achievement and moral lessons as expected outcomes.

Children feel a sense of accomplishment while they read it, ‘Oh, I just read the way it sounds and I can read it. It is amazing.’ (T15, language teacher at language institute, 1.5 years of teaching experience)

English textbooks are for language learning, of course, the book also contains stories. I realised that stories are good through an open classroom observation. When I was a school girl, I learned there is a hope in Pandora’s box while reading a book, which is a moral book. The story in the English textbook is a long story, it might be boring to children, but I think it is really great. Children learn not only English language but also morality from didactic stories. (P14, has a daughter in Year 3 and a son in Year 2)

4.2.4 Theme 3: Appropriateness

First of all, as shown in Table 4.2, it is obvious that learners’ ages and school years were vital factors. Teachers and parents evaluated whether the textbooks were appropriate for learners’ ages and cognitive levels. The following excerpts address the problems of inappropriate-ness to learners’ ages.

There are so many contents without considering students’ cognitive levels. That is the most dissatisfaction with the textbook among the teachers. It is set for way too low level. For example, in the lesson of comparative forms, character dolls or animals appear. An example sentence like ‘A lion is bigger than a rabbit’ is too easy even 4 or 5 year old kids know that. Frankly speaking, it’s boring. My students think it is childish. So I change the content in such cases. I’m interested in CBT (Content-based Teaching), adapt content from other subjects. Comparing the size of the continents, the heights of the buildings, populations in different countries... This process fits the students. Comparing a rabbit with a lion is really childish. (T8, school teacher, 11 years of teaching experience)

Although he is going to be in 6th grade, his reading level is very high, as high as a university student. Despite his high reading level, after he reads it once, he said, ‘I need to read this again...when can I finish reading this?’ I think this book is for university students. It is good to learn many words from the text but I doubt if such a text is interesting to children. I don’t think this book is adapted to children. (P12,

has two sons in Year 4 and 5)

Second, appropriateness for learners' linguistic levels was examined particularly by teacher participants.

The most important thing when I choose a textbook is students' (linguistic) levels.
(T3, head teacher, 9 years of teaching experience)

The number of words was often viewed as an efficient barometer of linguistic level. In terms of the length of the text, teachers and parents presume that young learners prefer shorter texts

These graded readers have only 16 pages. They are short and the total volume is 60, 10 books for each level. We selected the simplest, and the thinnest books, the books don't contain too much content, things just stick remaining in the memory and won't quickly be forgotten. (T4, private tutor, 5 years of teaching experience)

Kids liked it because the book is thin. (P6, has a son in Year 2)

However, two teachers pointed out the problems of short discourses in the textbooks.

Only short sentences appear in coursebooks. Longer sentences and paragraphs can be found at the higher level. It is necessary to read chunks so I use this kind of reading. (T4, private tutor, 8 years of teaching experience)

Sometimes sentences are too choppy. "Wow!", "Mom, I cannot see it", "The fish is gone," something like these. There are too many choppy sentences. (T15, language teacher at language institute, 1.5 years of teaching experience)

From the young learners' point of view, long texts could intimidate them.

I was afraid when I saw the thickness of the book. (S21, Year 2, female)

On the other hand, some young learners want longer texts. The shorter texts that learners want could be a factor in dissatisfaction.

I liked it because it was long and interesting. (S7, Year 3, male)

The story is too short. I wish it was a little longer than this. (S10, Year 3, female)

Third, the difficulty level category resulted from the two above factors, appropriateness for age and cognitive level as well as accounting for linguistic level. Difficulties in vocabulary, and understanding grammar were discussed. Difficulties in vocabulary were often remarked by participants.

Students found it difficult in level C because the vocabulary in that level becomes more difficult. The book should contain the vocabulary that primary school children can use. Students ask “What does it mean?” after they match the words with their meanings. This shows they don’t understand the meaning even in Korean. (T4, private tutor, 5 years of teaching experience)

Children find it difficult because the words are too difficult. There are so many words that even I don’t know when I read the book. (P9, has a son in Year 5)

The next excerpts are related to difficulty in grammar.

This book explains grammar in detail. I gave three stickers for this because it is hard to store the mind with grammatical knowledge, you know grammar is difficult. (S14, Year 5, female)

I don’t seem to understand this. This is simply too difficult for me...most of it was difficult...the explanation seems to be complicated. (S17, Year 4, male)

The interview data revealed the causes of difficulties and some solutions. Satisfactory explanations about complicated concepts tend to be neglected in some textbooks while they rush to pour exercises into the limited number of pages as illustrated in the following extract.

The learning point is presented through two pages. I wish I could increase the number of pages. It seems to be hard to explain all of these in only one page. Look! Explanation of learning points in two pages but exercises in ten pages. (S6, Year 6, male)

Fourth, the number of the units should fit the number of classes. One of the young

learner participants expressed an unsatisfactory experience when he wasn't able to finish a book. The following extract is the evidence in the young learner's data in response to the question regarding any change he wishes to add or modify.

First of all, I would extend the class hour or the days of class to finish this. (S6, Year 6, male)

Since the school curriculum is programmed to run over one month, and this class is programmed for three months, we can't use a book has more than 12 units. I like Book X and its linguistic level but it has more than 20 units. So I can't use this book. This point cannot be ignored. (T11, head teacher, over 10 years of teaching experience)

But we only have one reading class a week so it's difficult to manage something like this reading book in particular. (T14, school teacher, 6 years of teaching experience)

Fifth, several reported meaningful or meaningless tasks. The tasks stimulating cognitive skills or demanding thinking about the learners themselves were perceived as meaningful.

The things I like are the discussion questions. This enables me to think about what I like or dislike, I can write about my dreams, something about storybook I read...I like this part (discussion questions) the best. (S19, Year 4, female)

This is to write my thoughts. I can write anything, it seems to be good because I can reflect on myself... I can express what I think. (S20, Year 4, female)

It is designed to think a lot about what children learned. This book is good compared to the grammar textbook I used to study in my schooldays...This book starts with tenses, nouns, and includes auxiliary verbs, conjunctions, up to relative pronouns. It contains mainly exercises, those exercises require thinking. That is the strength of this book. (P15, has a daughter in Year 4)

On the other hand, tasks which can be done without thinking, not stimulating cognitive skills were perceived as meaningless.

This forces kids to copy. The things to fill in this page are the same as the sentences on this page. In a case like this, there is a conversation. This conversation was in the book but only the names of the characters are changed. (S6, Year 6, male)

I don't want him to write aimlessly. It's like filling up the paper, it can't be learning. I think it would be better to read or listen to a CD than this. They have notebooks and copy the texts from a textbook. I don't understand why they are doing this. It's wasting time. It's just handwriting practice (penmanship). (P3, has two sons in Year 4 and 5)

Sixth, some informants value autonomy.

It seems good to find a way to study by myself. (S1, Year 5, male)

Basically, it's a good book to teach children. It makes children study alone. (P5, has a child in Year 1)

They don't require any English teachers to interact with or someone else. They can do it whenever they feel they want to, whenever they are interested in doing something. (T13, school teacher, 4 years of teaching experience)

4.2.5 Theme 4: Variety

Teacher and parent participants tended to seek variety in topic and genre. The following excerpts illustrate topics.

This (book) has varying content, natural science, and space science which can be used in real life. The topics in scholastic ability tests or other tests are really various. They are not so literary, and it is easy to solve exam questions if students have some knowledge in science. This book has many topics, that's why I use it. If students read storybooks only, they can't experience various topics. There is a limitation in storybooks. (T4, private tutor, 5 years of teaching experience)

Something to read for pleasure...science or social issues, current events and sports...he reads these kind of things. I like this because it discusses various events and subjects, science, biology, sports. I am going to read this later because the book is good. (P15, has a daughter in year 4)

The next excerpts are evidence of genre.

This book contains nonfiction, fiction, fantasy, many kinds of genre. Children can realise ‘this type of text is fiction, this story is nonfiction.’ (T5, private tutor, 8 years of teaching experience)

This book deals with various genres, science, biography, history...It’s interesting and attracts attention. It’s good for a child to know new facts he didn’t know from many different kinds of genre. (P17, has a daughter in Year 4)

For young learners, ideas regarding topics and genre appeared when they described their preference.

For example, this here is about the Aztecs...these things are all about the Aztecs. (S9, Year 5, male)

Something about movies and so many interesting things...sports and health and it comes in many ways. It’s really good. (S6, Year 6, male)

Interviewee: I wish it had more interesting things not like this (reptiles and ancient people).

Interviewer: Like what? Can you give me an example?

Interviewee: For example, something like nonsense...It would be more interesting if it had a kind of nonsense rather than reptiles and ancient people. (S21, Year 2, female)

Activities were mentioned highly particularly by young learner participants as seen in the following.

I like to role play. My friends and I play Cat and Elephant roles and role play. (S10, Year 3, female)

It was memorable because we did an experiment. Here, as you see, there is a part called ‘Activity’, it has making things and that kind of thing. (S9, Year 5, male)

Negative comment on activities was also made by young learner participants.

It's boring. It doesn't have songs or something else but grammar. (S12, Year 4, female)

I wish there were crossword puzzles in this book. (S8, Year 1, male)

4.2.6 Theme 5: Appeal to learners

It is noteworthy that pictures or illustrations, storyline and characters in the book were often described by learner participants. The interview data described how young learners are engaged with pictures and illustrations, storylines and the characters of the stories. It also showed that teachers use pictures as a vehicle for helping learners' comprehension and creating opportunities for learners to speak. The following excerpts show evidence about pictures or illustrations.

(pointing to a picture) I like this book because this face and the picture like this are funny... This rabbit is cute... Look at the rabbit who is disappointed (smiling) (S15, Year 1, male)

If there are pictures in a book, children feel relieved, probably like adults. Imagine the texts with no picture. If there are texts with pictures, children can make a rough guess although they can't read them. (T1, private tutor, 8 years of teaching experience)

One school teacher mentioned,

They see a picture. Sometimes the picture is not clear. I have no idea what the picture is supposed to be. And I have to look at the teachers' guide to get the answer. I don't even know what this is supposed to be. It's vague. It's like a house, gate and grass there's like there's no arrow pointing. That's great! Because I just brainstorm with the kids asking 'what do you think it is?' 'They are like boo boo boo', 'No, no, no'. This is an opportunity to use the language authentically. They argue with each other. It's great. (T14, school teacher, 6 years of teaching experience)

The next excerpts illustrate storyline and characters of the stories.

It was a moving story. Antonio risked his life for his friend, Bassanio... (S19, Year 4, female)

I like it because a seal is shown (in this book). (S7, Year 3, male)

I gave five stickers because the detective looks cool. (S8, Year 1, male)

In addition, the content should be relevant to learners' lives. Relevance was connected with familiarity and may help learners' understanding.

I want something appealing to us. This is about an American story, besides it's not famous. Skateboard? I'm not interested in it because I don't ride it. The right to vote is the thing I'm not interested in because I don't vote yet. (S20, Year 4, female)

For example, do's and don'ts in the stadium, this is the language that we need in real life. Don't throw away the trash. My son told me that he was interested in listening to rules like this in English. Textbooks as well as school textbooks should include useful expressions that can be used in real life rather than far from reality. (P9, has a son in Year 5)

4.2.7 Theme 6: Ease of teaching

It is not surprising teachers examined if there was enough support for teachers such as the presence of a teachers' guide, audio materials, supplements, etc.

I use the book Y because it's hard to teach 40 minutes reading stories with no supplementary thing. I have to make everything. I don't want to be bothered with coming up with new ideas and making things. But this book has done it already. I don't have to make an effort. (T2, head teacher, 9 years of teaching experience)

In the case of storybooks, especially lower level, don't go along with workbooks. This level of this publishing company has absolutely no workbook. But if you visit a website (of the publishing company), you can find some resources to use. So teachers can use them as long as they are enthusiastic and have interest. (T12, private tutor, 8 years of teaching experience)

As Richards (2001) pointed out efficiency which can save teachers' time in preparing teaching materials is reflected in teachers' perceptions.

First of all, it saves time spent on preparing lessons because a teachers' guide shows a clear target to teach. In this way, it gives fine-tuned language in terms of linguistic

aspects. It prevents the lesson from leading towards a wrong direction. (T10, head teacher, over 10 years of teaching experience)

4.2.8 Theme 7: Quality and content

Other features of what were considered good EFL textbooks for young learners consisted of several qualities. Design and layout including size of font, colour of font, font style, page layout, and quality of paper were described by mostly learner participants. Young learners are highly sensitive to design and layout. The following excerpts describe size of font.

Letters are a little small. When I first saw it, I thought this book would be difficult. (S21, Year 2, female)

I want a bigger font. When students do reading and answer the questions in the book, they can't write the answers because there's no place to write. They can't write between the lines. All of the students should write in the margin. Students in the lower school year write in big letters, you know. They ask "Where should I write?" (T12, private tutor, 8 years of teaching experience)

One learner pointed out colour of font.

I don't like the colour (of the letters). It's too dark. My eyes hurt. (S22, Year 2, female)

The following describes page layout.

It presents details very well. In the title of a unit, each unit has a sub headline. There are sections like A,B,C, D....Here are section A, B, C and as you see this is a sub headline in the next page. (S9, Year 5, male)

The next relates to the quality of paper.

When I select a textbook, the quality of paper is also very important. I don't like the quality of the paper of this book. It can be written on only with a pen. It drives me crazy. Smooth paper! Glossy! Children are irritated as well. The highlighters don't work! (T11, head teacher, over 10 years of teaching experience)

The quality of paper...when I touch the paper, I predict whether the book is interesting or boring. (S20, Year 4, female)

The existence of a workbook and its content seemed to be notable aspects for teacher and parent participants.

The standard of textbook selection is that a book should come along with a workbook. (P5, has a child in Year 1)

I select a book after examining the organization of the workbook. Teachers can't develop everything. Last year, I selected student books only. It was hard for teachers and for students to study. If the teachers are native speaking or very experienced, it is fine, but the situation we have is teachers are changed often. If they don't know how to teach a lesson, it causes trouble. (T3, head teacher, 9 years of teaching experience)

Regarding English only versus use of Korean in the text, there was a diversity of opinion. Textbooks written only in English were not welcomed by P2 since she found it not easy to help her child.

Textbooks written in the foreign language only...such textbooks need a good connection between a language institute and home, but I couldn't help him much so it didn't work. It was ineffective. (P2, has two sons in Year 4 and 5)

On the other hand, P5 firmly believed that all materials including a book, audio aids should be in English only.

Book X looked fine and I bought it, but Korean language is in the book as well as on an audio tape. The book that I liked, Book Y, never contains Korean and it is never translated into Korean on an audiotape...Children looked down on Book Y. I think it is better to choose the book with no translation from the very early stage. (P5, has a child in Year 1)

Strong disapproval at incorrect or unnatural language use in the texts was expressed.

Unclear explanation, I think the editing is of poor quality. For example, there are a

few proofreading mistakes, and sometimes the sentences seems to be a little awkward. I assume that the passages were not extracted from the original book, they adapted the content but the editing and reorganization seem to be done here in Korea. Some sentences are really awkward and there are a lot of mistakes. (T15, language teacher at language institute, 1.5 years of teaching experience)

This book was made in the language institute X, so incorrect languages or typos are found in the book. The book is pretty confusing. (S14, Year 5, female)

The weakness of this book is the use of a word...that's not really well-used English to push particular phonetic repetition, like a certain vowel sound like a short 'a'. Instead of saying the word like 'friend', that would be like 'pal'. The use of 'pal' for a whole unit... That's not really authentic English. That's like a very textbook kind of ESL, EFL type English. There are probably two or three words you would use more than 'pal' if you're talking about your friend. But they use that word to get the repetition. That's cool because they need that kind of vowel sound repetition, but it's kind of distracting. Most of the students already know 'friend' or 'classmate' or some other words. And so keep saying 'pal, pal, pal', students even know, they're like teachers. They said "This book really likes 'pal'." (laugh) (T14, school teacher, 6.5 years of teaching experience)

4.2.9 Theme 8: Imported vs. local textbooks

The pros and cons of imported textbooks, which were designed for either the global market or for native English speaking children, and local textbooks were often discussed. The pros of imported textbooks may become the cons of local textbooks; conversely, the merits of local textbooks may become the demerits of imported textbooks. The strengths of imported textbooks include linguistic accuracy.

American school textbooks such as language art, social studies, science are considered better than Korean school textbooks because American school textbooks are written by native English speakers. My colleagues who are native English speakers in the workplace found some problems in the main textbooks we have. Reading paragraphs are written in Korean style because the book had been made by Koreans. But this book (American school textbook) is not. That is a great advantage for mothers since their children can expose themselves to a book like this. Maybe real English language without any grammar in Korean style appears in those books (American school textbooks). (T6, language teacher at language institute, 5 years of

teaching experience)

On the other hand, the weaknesses involve lack of additional materials.

This book is with an audio CD. There is no audio CD with imported textbooks. Native English speaking children don't need CDs because English is their mother tongue as we buy a Korean book without CDs. Although an imported textbook is good, I choose a local textbook just because the imported one has no CD. The premise of private tutoring is self-study....

As this book is for learning, something should be added during a lesson. If you give a science book without a workbook, I am at a loss... It should be produced here in Korea not in other places. We know the needs, but foreigners don't know about our needs. Teachers who do private tutoring need these kinds of things, otherwise, we can't select a book as a textbook. Or the website of the publishing company should offer things like that. (T12, private tutor, 8 years of teaching experience)

Parents tend to be sceptical about the language outcomes from imported textbooks. Instructions are not easy for young learners to understand since they are written only in English.

Using American school textbooks does not mean that children become native-like. But the school tended to overemphasize (them). (P3, has two sons in Year 4 and 5)

My child is interested in learning with this book but I don't think she has a clear understanding of the contents because the textbook is an imported one. It is difficult to understand something like the past participle. Yesterday, she told me that she was confused with adjectives and adverbs... When this is explained, it should be done in Korean but it has only been done in English. The good thing is my child is interested in it. It's hard to understand 100% although she figures out the content. (P17, has a daughter in Year 2)

On the other hand, local textbooks are well-organised and credible, which guarantee the language outcomes.

I think book Z is well-organised. After I learned English education at a graduate school, I found this book really nice. First of all, it reviews, next, suggests brainstorming, then introduces what we are going to do in a lesson, deals with

grammar in one page, then provides lots of activities. The activities cover the four skills. There are six different activities. I think it is well-made. (T6, language teacher at language institute, 5 years of teaching experience)

Unfortunately, however, a lack of confidence was found about local materials and participants found the language in local textbooks unnatural, not authentic and even worse, incorrect.

A workbook of the reader series usually comes from domestic producers. Each publishing company produces workbooks, since we focus on learning in Korea. I'm not sure about a workbook and there is no right answer to this question. Sometimes I use it, sometimes I don't because I'm not sure about the way I use a workbook. Teacher training is essential for the reader series. Author's intention is hard for teachers to detect. (T10, head teacher, over 10 years of teaching experience)

This book was written by writers who viewed English from a Korean language perspective. When I asked my colleagues who are native teachers "Isn't it a little awkward?" they said "It seems slightly awkward." I think there are some cases where sentences that don't flow right are found in the textbook. (T6, language teacher at language institute, 5 years of teaching experience)

4.2.10 Theme 9: Concerns

Teachers seem to be affected by authority. They have unconditional confidence in course books.

I wanted to use the book written by the people who had done a lot of research. (T2, head teacher, 9 years of teaching experience)

American school textbooks are considered better than Korean school textbooks because American school textbooks are written by native English speakers. My colleagues who are native English speakers in the workplace found some problems in the main textbooks we have. Reading paragraphs are written in Korean style because the book had been made by Koreans. But this book (American school textbook) is not. That is a great advantage for mothers since their children can expose themselves to a book like this. Probably practical language is there excluding the Korean style of grammar, isn't it? The language form is used in the land where it exists. (T6, language teacher at language institute, 5 years of teaching

experience)

Teachers also expressed their concerns.

I feel a little insecure, 'Is it really all right to do this?' because we created it. ...

Using book Z is sort of a cop-out. What if I read stories for 40 minutes and there is no output? (T2, head teacher, 9 years of teaching experience)

A standard could be very subjective because there is no guideline. We graded the books according to children's ages. Although we graded them, some books for age 6 have easier vocabulary close to age 5, some books for age 5 have a higher level of vocabulary like age 6. We tend to group the books according to their preference rather than a clear standard. So this raises doubts about our decisions. (T10, head teacher, over 10 years of teaching experience)

Meanwhile, two conflicting opinions were found among parent participants. Parents were concerned about negative attitudes towards English language learning that their children may have

I use the book because I don't consider it as a textbook. I try to avoid the book aiming for language acquisition...Personally I think English education is overheated. It is not bad to have early exposure to English but it could backfire if it puts a lot of pressure on children. (P11, has a son in Year 1)

Chapter 5 Phase 2: Quantitative Phase

5.1 Methods

5.1.1 Development of the questionnaire

The instrument was designed according to the themes identified in the qualitative phase. A pool of questionnaire items was developed for each category based on the interview data.

Two experts in TESOL and one in education acted as a panel and were asked to review and comment on the questionnaire to improve content validity and clarity. The questionnaire was translated into the participants' first language which in this case is Korean. One expert who has a Master's degree in TESOL and is bilingual checked the translation with the English version. The questionnaire was then pilot tested on ten individuals: two teachers, three parents and five young learners. All items on the pilot survey were tested for reliability and were revised, replaced or eliminated. The number of items was decreased in response to the teachers' pilot test. The pilot with young learners was extremely helpful. The young learners were asked to complete the questionnaire and ask about any words or phrases that they did not understand clearly. A highlighter was given to each young learner in order to highlight any words or phrases which other children might be confused by. Young learners underlined the words or phrases or sentences in the questionnaire while they completed the questionnaire. After completing the questionnaire, young learners and the researcher had a discussion to suggest alternatives. As a result of careful discussion and revision, agreement was achieved on the final version of the self-completion questionnaire.

The survey was primarily a four-point Likert scale type based on a scale from 'Strongly agree' to 'Strongly disagree'. Rating scales often contain three to five points. The five-point format seems to facilitate more accurate and finer judgments, but there is a convincing argument for a four-point scale rather than three or five points in that it prevents the respondents from remaining non-committal by choosing a central point (McGrath, 2002, p.49). Thus, undecided or neutral response options were deliberately avoided.

For the young learner survey, there was an effort to make it child-friendly by putting smiley faces rather than simple boxes (Appendix J). This is particularly vital for

primary school children because presenting items in this way on a survey could look interesting and fun to young respondents, which would enhance their cooperation in giving answers.

Other questions (from Q18 to Q20) asked for such items as size of font, colour of font, style of font, layout and quality of paper to be ranked in order according to importance. The Table below summarises the contents of the questionnaires for the three participant groups.

Table 5.1 Overview of questionnaires

	Four-point Likert scale questionnaire	Rank in order questionnaire
Young learners	17 questions about 9 themes	3 questions to rank in order according to importance
Parents	27 questions about 9 themes	3 questions to rank in order according to importance
Teachers	33 questions about 9 themes	3 questions to rank in order according to importance

The items were dispersed randomly throughout the instrument (Appendix K). The final survey generated consisted of four blocks (See Table 5.2). The survey for young learners consisted of two blocks: demographic information and the core questions which are from Q1 to Q20 (See Appendix J). The survey for parents was composed of three blocks: demographic information, core questions (Q1 to Q20) and ‘Teachers and Parents only’ questions (Q21 to Q30) (Appendix L). The survey for teachers consisted of four blocks: demographic information, core questions, ‘Teachers and Parents only’, and ‘Teachers only’ questions (Q31 to Q36) (Appendix M). Therefore, each group had a different version. The number of the items in each survey varied: 20 items for young learners, 30 items for parents and 36 items for teachers. Questionnaires for each group were colour coded: green for young learners; pink for parents; blue for teachers. Respondents did not need to worry about the blocks since each group had a different version in a different colour of paper. The reason for the division having blocks was for the researcher’s sake.

Table 5.2 Questionnaire blocks for the three groups

	Construction of questionnaire	Number of items
Young learners	Demographic information + Core questions	20
Parents	Demographic information + Core questions + Parents and Teachers Only	30
Teachers	Demographic information + Core questions + Parents and Teachers Only + Teachers Only	36

Closed questions were presented in the form of statements and the respondents were required to agree or disagree with them.

5.1.2 Participants

In Phase 2, a total of 325 participants were involved: 123 young language learners, 124 parents, and 78 teachers. Participants were selected from three areas of the country, mainly in Seoul, the capital city of South Korea: (a) Seocho, a district in the south of Seoul; (b) Songpa, a district in the east of Seoul; (c) Yangchun, a district in the west of Seoul. The imbalance of the sample sizes - the number of teacher participants was relatively small compared to the numbers of learners and parents - was unfortunate but unavoidable. However, this did not have a major effect on the conclusion of the study. Although they were recruited from three different districts of Seoul, the participants were homogeneous in terms of the characteristics of those districts. These areas are all known for private English education in Seoul. In these areas demand is high both at schools and at hagwons. Parents in these areas seem to be more involved in children’s education and learners in these areas seem to have more experience in language learning.

The researcher used a range of tactics to recruit the participants. One hagwon from each district was selected and access was gained through a senior staff member such as a head teacher or a supervisor. The researcher visited the institutions and explained the aim of the study and then requested permission from a head teacher or a supervisor. Most of the participants were recruited in the three institutions. The other strategy was to use friends as contacts to help gain access, supplementing the number of participants. A few teacher participants were identified through a list of student teachers at a graduate school of TESOL. Once the teachers who teach primary school children in a private sector were identified, the researcher explained the study by phone or email and requested their participation. The sampling for data

collection was a purposive sampling, which enabled the researcher to satisfy specific needs. However, the drawback with such a sampling is that generalization of the findings is unachievable since the sample is not considered as representative of a whole population.

Young learner participants: 123 primary school children participated in the study. There were 55 boys (44.7%) and 68 girls (55.3%). Young learner participants in the study were from the first to sixth grade, aged 7 to 12. Across the three sites, 39 out of the 123 participants were in the Seocho district, 36 in Songpa, 46 in Yangchun, and 2 in other areas.

Parent participants: The number of the parents according to age groups was thirties: 64 (52.0%), forties: 58 (47.2%), and fifties: 1 (0.8%) respectively.

Teacher participants: As to their level within their organizations, of the 78 teachers involved, 15 were head teachers/supervisors, 56 were language teachers, and 7 were private tutors. As noted earlier, in this context, a private tutor is a teacher who teaches English working with one student or a small group; and a language teacher at a private language institute is a teacher who teaches English at a 'hagwon', working with a group of students. Thirty eight (48.7%) teachers have trained in textbook analysis or evaluation. The teaching experience of the teacher participants varied greatly from 1 year to over 10 years. Table 5.3 shows demographic information about the participants.

Table 5.3 Demographic information about the participants in the quantitative phase

Young learners	n	%
Gender		
Male	55	44.7
Female	68	55.3
Total	123	100.0
School year		
1 st year	10	8.1
2 nd year	19	15.4
3 rd year	27	22.0
4 th year	21	17.1

5 th year	32	26.0
6 th year	14	11.4
Total	123	100.0
District		
Seocho	39	31.7
Songpa	36	29.3
Yangchun	46	37.4
Other	2	1.6
Total	123	100.0
Parents	n	%
Children's school year		
1 st year	23	19.8
2 nd year	16	13.8
3 rd year	18	15.5
4 th year	15	12.9
5 th year	17	14.7
6 th year	27	23.3
Total	116	
Not known	8	
Total	124	100.0
Age group		
30s	64	52.0
40s	58	47.2
50s	1	.8
Total	123	
Not known	1	
Total	124	100.0
Teachers	n	%
Position		
Head teacher/supervisor	15	19.2
Language teacher	56	71.8
Private tutor	7	9.0
Total	78	100.0
Training experience in textbook analysis/evaluation		
Yes	38	48.7

No	40	51.3
Total	78	100.0
Teaching experience		
1-2 years	17	22.1
2-3 years	6	7.8
3-4 years	6	7.8
4-5 years	6	7.8
5-6 years	11	14.3
6-7 years	11	14.3
7-8 years	6	7.8
8-9 years	2	2.6
9-10 years	4	5.2
Over 10 years	8	10.4
Total	77	
Not known	1	
Total	78	100.0

5.1.3 Discussion on relevance of validity, reliability and generalizability considerations

Validity

There were seven strategies to enhance validity. First of all, as discussed earlier, the questions in the questionnaire in this phase were carefully formulated on the basis of the results gathered from Phase 1. Content validity was demonstrated covering the domains or items that it purports to cover.

Second, face validity was established by asking other people with expertise in the fields of TESOL and education to judge ‘whether the measure seemed to be getting at the concept that is the focus of attention’ (Bryman, 2004, p.73). As mentioned earlier, the items on the survey were examined and reviewed by a panel which consisted of two experts in TESOL and one in education. In addition, checking the translation with the English version by one TESOL expert was an effort to enhance validity

Third, three instruments were pilot tested to devise appropriate instruments ensuring the readability levels were appropriate. Fourth, an information leaflet was provided to young learner participants to avoid ambiguity in instruction. Fifth, reminders were sent and the researcher delivered the questionnaire and visited those surveyed to

pick the surveys up in person to avoid non-return of the questionnaires, which helped to minimize invalidity. Sixth, when the questionnaire was generated, the concentration span of the young respondents was considered. Seventh, the aim and procedure of the study and the importance of their participation was fully explained to generate motivation in the respondents. Also, the visual information in both the information leaflet and the questionnaire for young learners was designed to increase the motivation of the young respondents.

Reliability

Internal consistency reliability is commonly measured by Cronbach's alpha coefficient. The guidelines for the alpha coefficient suggest 0.70 – 0.79 is reliable and 0.80 – 0.90 is highly reliable (Cohen et al., 2007). Cronbach's alpha for the three instruments for young learners, parents and teachers was .848, .848, and .744, respectively.

Generalizability

The researcher sought to generate a representative sample, however, the setting where the data collection occurred was in private language institutes in Seoul using purposive sampling. Although the questionnaire was collected across three districts in Seoul, the sample selection does not guarantee a representative sample.

5.1.4 Data collection

Prior to data collection, permission was sought from head teachers to approach institutes for the study. A manual script for self-completion of the questionnaire was sent to each head teacher or supervisor and a covering letter was attached to the questionnaire for respondents (see Appendix N). Voluntary fully informed consent was sought from all participants prior to the research to assist participants' understanding and obtain agreement for their participation. It included the aims and the process of the research and why their participation was important and necessary. The written consent form is seen as Appendix O, P and F. Confidentiality and anonymity were features of the agreements with all participants. General instruction was given at the beginning of the questionnaire. Instruction with images was given to young learner respondents to help their understanding (see Appendix Q).

In most cases the researcher delivered the questionnaires and consent forms to the chosen hagwons or individuals and had a meeting with a head teacher or a supervisor to explain the aim of the study and the procedure again. Mostly the

researcher collected them later but a few respondents completed the questionnaire right at the meeting. As mentioned earlier, the researcher used contacts to recruit teacher participants in order to supplement the number of teacher participants. In such cases the researcher explained the study by phone or email; once the teacher participants decided to participate in a survey sent by email, the consent form and the questionnaire were sent by email. Reminders were sent to obtain satisfactory response rates.

The data collection for Phase 2 started off on 3rd August and was completed on 20th October, 2011. Initially 400 questionnaires were issued and 336 were returned. The response rate was 84%. Out of 336 questionnaires that were completed and returned, 325 were valid and 11 were invalid. There was a 97% success rate of completed questionnaires.

5.1.5 Data analysis

Data was analysed using SPSS 19.0 for Windows.

Coding process

For closed questions, for example, Yes/No, Boy/Girl, the coding process was simple with numbers being assigned to represent answers (1= Yes, 2= No). For Likert scales the numbers 1-4 were coded to represent (1= Strongly agree, 2= Agree, 3= Disagree, 4= Strongly disagree). For children's school years the number assigned corresponded to each school year (1= year 1, 2= year 2, 3= year 3, 4= year 4, 5= year 5, 6= year 6).

The coding for the question regarding rank in order was more complex. For items asking for rank 1 in design and layout, the numbers 1-5 were coded to represent (1=size of font, 2= colour of font, 3=style of font, 4= layout, 5= quality of paper), For items asking for rank 1 in additional materials, the numbers 1-3 were coded to represent (1= audio CD, 2= online learning, 3= CD containing games).

For items asking for rank 1 in elements of story, the numbers 1-3 were coded to represent (1= storyline, 2= characters, 3= pictures).

As stated earlier, the questionnaire was composed of two types of questions: a Likert scale questionnaire and a rank in order questionnaire. Consequently, the methods employed for analysis depended on the types of questions.

Analysis of the four-point Likert scale questions

The first step was to crosstab in order to gain a rough sense of each group related to each item. A contingency table which displayed frequencies and percentages provided general tendencies. It should be noted that this analysis was performed using percentages not actual frequency counts to compare groups since the sizes of each group were different. The second step was to run a test to see if there was any difference between groups. As described earlier, the intention at the outset had been to compare the three groups and identify similarities and differences.

In the analysis of the core questions which means from Q1 to Q20, the Kruskal-Wallis test was conducted to ascertain whether the differences were statistically significant. Then an effect size was calculated. Conducting multiple Mann-Whitney U Tests was needed to see where the actual differences lie, which is known as the Bonferroni Correction. This was accomplished by running three Mann-Whitney U tests for the three pairs of variables: students and parents; students and teachers; parents and teachers. In running three tests $0.05/3 = 0.017$ was used as the cut-off level (Connolly, 2007).

As for the analysis of 'Parents and Teachers Only' questions (Q21 to Q30), the Kruskal-Wallis test was conducted. For 'Teachers Only' questions (Q31 to Q36) a contingency table provided frequencies and percentages.

Analysis of rank in order questions

The first step was to identify rank 1 for each question at the aggregate level. The data was examined through a contingency table which displayed frequencies and percentages. The second was to split file and organise output by groups to compare the frequencies and percentages giving the first place ranking for each group separately. Likewise, the procedure for rank 3 or 5 followed in the same way as rank 1. The third step was to run a Chi-Square test to see if there was any difference between the groups.

Test hypotheses

The following hypotheses were formulated based on the previous studies and the findings from Phase 1.

Hypothesis 1: There is a difference between boys and girls in relation to the perception of EFL textbooks for young learners.

Hypothesis 2: There is a relationship between children's school year and parents' perception of EFL textbooks from the parents' viewpoint.

Hypothesis 3: There is a difference between teachers who have had training in textbook analysis or evaluation and the ones who have not in relation to their perception of EFL textbooks for young learners.

The Mann-Whitney U test was carried out to test for the relationship between gender and young learners' perceptions (Hypothesis 1). Then an effect size was calculated. The effect size helps to give more sufficient grounds with reference to the strength of the relationship between two variables (Connolly, 2007). An effect size can be obtained by dividing the Z score by the square root of the total sample size.

The Spearman Correlation was carried out to test for relationships between children's school years and parents' perceptions (Hypothesis 2). It should be remembered that a negative correlation means that increases in values for one ordinal variable are associated with decreases in values for another. This should be looked at carefully as to how the variables have been coded. 'Strongly agree' was coded as 1 and 'Strongly disagree' was coded as 4, therefore, negative correlation means an increase in the value of the school year would reflect decreases in the value of items. In other words, the more highly school years are actually associated with, the more they agree with the statement.

The Mann-Whitney U test was carried out to test for a relationship between teachers' training and teachers' perceptions (Hypothesis 3). Then an effect size was calculated.

5.2 Theme-based results

The results from Phase 2 were classified according to the themes from Phase 1.

5.2.1 Language learning

Everyday English

Everyday English was approved by an overwhelming majority. Of the 325 participants, 186 (57.2%) reported that they strongly agreed that textbooks should contain everyday English and 132 (40.6%) of the total number of respondents agreed. None of the teacher participants was against everyday English (See Table 5.4).

Table 5.4 Q1: Everyday English

		Young learners	Parents	Teachers	Total
strongly agree	Count	67	70	49	186
	% within group	54.5%	56.5%	62.8%	57.2%
agree	Count	50	53	29	132
	% within group	40.7%	42.7%	37.2%	40.6%
disagree	Count	3	1	0	4
	% within group	2.4%	.8%	.0%	1.2%
strongly disagree	Count	3	0	0	3
	% within group	2.4%	.0%	.0%	.9%
Total	Count	123	124	78	325
	% within group	100.0%	100.0%	100.0%	100.0%

Overall language learning

A little more than half, 184 (56.8%), of all participants strongly agreed that textbooks should help overall language learning including vocabulary, grammar, and the four skills and 122 (37.7%) agreed. None of the parents or the teachers strongly disagreed (See Table 5.5).

No evidence of a difference between groups was found in relation to everyday English ($p=0.364$, Kruskal-Wallis, Chi-Square= 2.019, $df=2$) as well as overall language learning ($p=0.995$, Kruskal-Wallis, Chi-Square= 0.009, $df=2$).

Table 5.5 Q10: Overall language learning

		Young learners	Parents	Teachers	Total
strongly agree	Count	69	71	44	184
	% within group	56.6%	57.3%	56.4%	56.8%
agree	Count	48	44	30	122
	% within group	39.3%	35.5%	38.5%	37.7%
disagree	Count	3	9	4	16
	% within group	2.5%	7.3%	5.1%	4.9%
strongly disagree	Count	2	0	0	2
	% within group	1.6%	.0%	.0%	.6%
Total	Count	122	124	78	324
	% within group	100.0%	100.0%	100.0%	100.0%

Vocabulary learning

Some statistically significant differences were found between groups in relation to vocabulary learning, particularly in presenting the meaning of vocabulary ($p=0.001$, Kruskal-Wallis, Chi-Square= 13.957, $df=2$). If the Kruskal-Wallis test is statistically significant then it is best to run 'post-hoc tests' to see where the actual differences lie. It was necessary to run multiple Mann-Whitney U Tests to make a comparison using the statistical technique known as the Bonferroni Correction (Connolly, 2007, p.197). In this case, in order to examine what the differences might be, the simple way of doing this was to conduct three Mann-Whitney U tests for the three pairs of variables: students and parents; students and teachers; parents and teachers. In running the three tests this study used $0.05/3 = 0.017$ as the cut-off level. On further inspection differences were found between students and parents ($p<0.001$, Mann-Whitney U= 3664.000, $Z= -7.100$). These differences are illustrated in Figure 5.1. As can be seen in Table 5.6, while 46 students (38.7%) were reported as strongly agreeing, only 9 parents (7.3%) were reported as strongly agreeing. On the other hand, 21 parents (16.9%) were reported as strongly disagreeing whereas only 4 students (3.4%) were reported as strongly disagreeing.

Differences were also found between students and teachers ($p<0.001$, Mann-Whitney U= 1732.500, $Z= -7.794$). While 46 students (38.7%) were reported as strongly agreeing, only 4 teachers (5.1%) were reported as strongly agreeing. On the other hand 49 teachers (62.8%) were reported as disagreeing whereas 25 students (21.0%) were reported as disagreeing.

The effect size for the difference between students and parents was found to be moderate ($r= 0.455$) and the one for the difference between students and teachers was found to be also moderate ($r=0.555$). No evidence was found of any differences between parents and teachers in relation to meanings in Korean ($p=0.042$, Mann-Whitney $U= 4085.000$, $Z= - 2.038$).

Figure 5.1 Differences between groups in relation to presenting the meaning of vocabulary in Korean

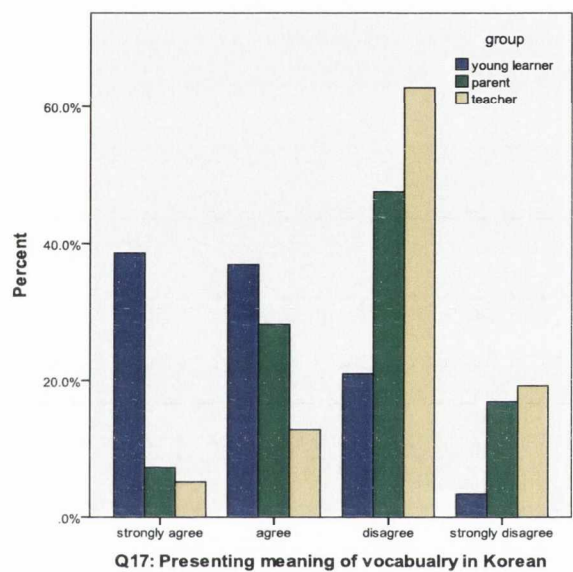


Table 5.6 Q17: Presenting the meaning of vocabulary in Korean

		Young learners	Parents	Teachers	Total
strongly agree	Count	46	9	4	59
	% within group	38.7%	7.3%	5.1%	18.4%
agree	Count	44	35	10	89
	% within group	37.0%	28.2%	12.8%	27.7%
disagree	Count	25	59	49	133
	% within group	21.0%	47.6%	62.8%	41.4%
strongly disagree	Count	4	21	15	40
	% within group	3.4%	16.9%	19.2%	12.5%
Total	Count	119	124	78	321
	% within group	100.0%	100.0%	100.0%	100.0%

With regard to academic vocabulary, there was a sharp division of opinions between those who approved and disapproved. A number of the respondents agreed that textbooks should contain academic vocabulary which is different from that in the coursebooks focusing more on conversational skills: 44 (30.5%) parents and 36 (46.2%) teachers. At the same time however, a greater number of the two groups disagreed: 53 parents (42.7%) and 38 teachers (48.7%). Although 20 parents (16.1%) strongly agreed, no evidence was found of any differences between parents and teachers in relation to academic vocabulary in textbooks ($p=0.475$, Kruskal-Wallis, Chi-Square= 0.510, $df=1$).

Effectiveness

This item was applicable to parents and teachers only. A majority agreed that textbooks should have immediate impact on language learning: 63 parents (50.8%) and 48 teachers (61.5%). On the other hand, 37 parents (29.8%) and 24 teachers (30.8%) disagreed. No evidence was found of any differences between parents and teachers in relation to immediate impact on language learning ($p=0.196$, Kruskal-Wallis, Chi-Square= 1.672, $df=1$).

5.2.2 Non-language outcomes

Information and knowledge

There is evidence of difference between groups in relation to information and knowledge ($p<0.001$, Kruskal-Wallis, Chi-Square=16.770, $df=2$). On further inspection it was found that differences were found between students and parents in relation to information and knowledge ($p<0.001$, Mann-Whitney $U= 5592.000$, $Z= -4.058$). These differences are illustrated in Figure 5.2. However, no evidence was found of any differences between students and teachers ($p=0.032$, Mann-Whitney $U= 4301.500$, $Z= -2.141$). No evidence was found of a difference between parents and teachers ($p=0.129$, Whitney $U= 4303.000$, $z= -1.518$). These differences are illustrated in Table 5.7, which shows that while 70 students (56.9%) were reported as strongly agreeing with information and knowledge, only 36 parents (29.0%) were reported as strongly agreeing. The effect size for the difference between students and parents was found to be relatively small however ($r=0.258$).

Figure 5.2 Differences between groups in relation to information and knowledge

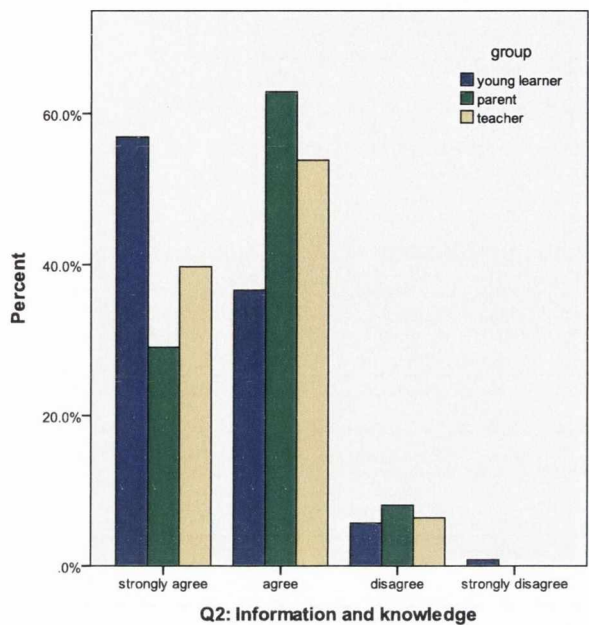


Table 5.7 Q2: Information and knowledge

		Young learners	Parents	Teachers	Total
strongly agree	Count	70	36	31	137
	% within group	56.9%	29.0%	39.7%	42.2%
agree	Count	45	78	42	165
	% within group	36.6%	62.9%	53.8%	50.8%
disagree	Count	7	10	5	22
	% within group	5.7%	8.1%	6.4%	6.8%
strongly disagree	Count	1	0	0	1
	% within group	.8%	.0%	.0%	.3%
Total	Count	123	124	78	325
	% within group	100.0%	100.0%	100.0%	100.0%

Achievement

An overwhelming majority were in favour of achievement. Most of the respondents, 196 (60.7%) of the total participants, strongly agreed that textbooks should give a sense of achievement, which was the strongest consensus in the study. No evidence was found of any differences between groups in relation to a sense of achievement ($p=0.710$, Kruskal-Wallis, Chi-Square= 0.686, $df=2$).

Cultural awareness

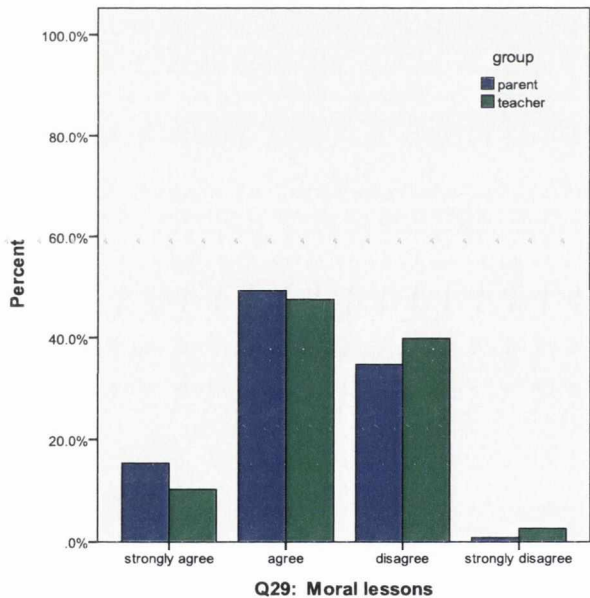
The next two items, both cultural awareness and moral lessons, were applicable to parents and teachers. A majority of the parents and teachers agreed that textbooks

should provide different cultural information: 79 parents (63.7%) and 45 teachers (57.7%) agreed; 37 parents (29.8%) and 29 teachers (37.2%) strongly agreed. None of them strongly disagreed. No evidence was found of any differences between parents and teachers in relation to cultural information ($p=0.277$, Kruskal-Wallis, Chi-Square= 1.184, $df=1$).

Moral lessons

When it comes to moral lessons, there was a sharp division of opinions between those who approved and disapproved, but the results from parents and teachers were almost identical. Similar distribution was shown: 19 parents (15.3%) and 8 teachers (10.3%) strongly agreed; 61 parents (49.2%) and 37 teachers (47.4%) agreed; 43 parents (34.7%) and 31 teachers (39.7%) disagreed (See Figure 5.3). No evidence was found of any differences between parents and teachers in relation to moral lessons in the textbooks ($p=0.208$, Kruskal-Wallis, Chi-Square= 1.584, $df=1$).

Figure 5.3 Similar distributions in parents and teachers in relation to moral lessons



5.2.3 Appropriateness

Difficulty level

Most of the respondents disagreed that textbooks should contain difficult words. More than half, 189 (58.2%), of the total number of participants disagreed: 54 students (43.9%), 79 parents (63.7%) and 56 teachers (71.8%). No evidence of differences between groups were found in relation to difficult vocabulary ($p= 0.494$, Kruskal-Wallis, Chi-Square= 1.410, $df=2$).

182 (56.2%) of the total number of 325 participants disagreed that textbooks should contain difficult exercises for learners to do on their own. No evidence was found of any differences between groups in relation to difficult exercises ($p=0.061$, Kruskal-Wallis, Chi-Square= 5.595, $df=2$).

Meaningful tasks

More than half, 184 (56.6%), of all the participants agreed that textbooks should contain tasks that question the learner's opinions. Although 15 students (12.2%) disagreed, no evidence of any differences between groups was found in relation to meaningful tasks ($p=0.254$, Kruskal-Wallis, Chi-Square= 2.738, $df=2$).

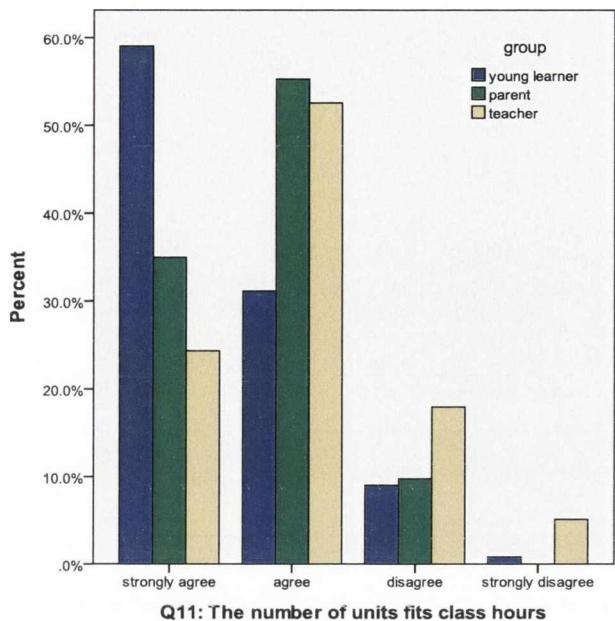
Autonomy

A considerable number, 149 (46.4%) of the whole body of participants strongly agreed and 146 (45.5%) agreed that textbooks should be designed for learners to study independently. No evidence was found of any differences between groups in relation to studying independently ($p=0.090$, Kruskal-Wallis, Chi-Square=4.807, $df=2$).

Fit between units and class hours

There is evidence of difference between groups in relation to the number of units ($p<0.001$, Kruskal-Wallis, Chi-Square= 25.942, $df=2$). On further inspection differences were found between students and parents ($p=0.001$, Mann-Whitney U= 5884.000, $Z= -3.234$), between parents and teachers ($p=0.013$, Mann-Whitney U= 3898.500, $Z= -2.486$), between students and teachers ($p<0.001$, Mann-Whitney U= 2998.000, $Z= -4.804$) in relation to the number of units. These differences are illustrated in Figure 5.4 below.

Figure 5.4 Differences between groups in relation to the number of units



As Table 5.8 showed, while 59.0% of students reported that they strongly agreed, 35.0% of parents and 24.4% of teachers reported that they strongly agreed. On the other hand, 17.9% of teachers were reported as disagreeing whereas only 9.0% of students and 9.8% of parents were reported as disagreeing. The effect size for the difference between students and parents was found to be relatively small ($r=0.206$). The effect size for the difference between parents and teachers was found to be very small ($r= 0.175$). The strength of the relationship between the groups (students and teachers) and the number of units was found to be moderate ($r=0.339$).

Table 5.8 Q11: Number of units fits the number of class hours

		Young learners	Parents	Teachers	Total
strongly agree	Count	72	43	19	134
	% within group	59.0%	35.0%	24.4%	41.5%
agree	Count	38	68	41	147
	% within group	31.1%	55.3%	52.6%	45.5%
disagree	Count	11	12	14	37
	% within group	9.0%	9.8%	17.9%	11.5%
strongly disagree	Count	1	0	4	5
	% within group	.8%	.0%	5.1%	1.5%
Total	Count	122	123	78	323
	% within group	100.0%	100.0%	100.0%	100.0%

Learners’ ages/cognitive levels and linguistic levels

The items regarding appropriateness for learners’ ages, cognitive and linguistic levels were applicable to both parents and teachers. A high percentage of the parents and teachers strongly agreed that thematic contents should be appropriate for learners’ ages and cognitive levels: 75 parents (60.5%) and 48 teachers (62.3%). Besides, 69 parents (55.6%) and 43 teachers (55.1%) strongly agreed that textbooks should be at the learner’s linguistic level. None of them strongly disagreed. No evidence was found of any differences between parents and teachers in relation to learners’ ages and cognitive levels ($p= 0.784$, Kruskal-Wallis, Chi-Square= 0.075, $df=1$) as well as linguistic levels ($p= 0.680$, Kruskal-Wallis, Chi-Square= 0.170, $df=1$).

5.2.4 Variety

Variety of activities

There is evidence of difference between groups in the variety of activities ($p=0.001$, Kruskal-Wallis, Chi-Square= 14.828, $df=2$). On further inspection it was found that differences were found between students and parents in relation to the variety of activities ($p<0.001$, Mann-Whitney $U= 5742.500$, $Z= -3.740$). These differences are illustrated in Table 5.9. As can be seen below, while 77 students (62.6%) were reported as strongly agreeing with variety in activities, only 47 parents (37.9%) were reported as strongly agreeing. Meanwhile, 63 parents (50.8%) agreed whereas a lesser number of students agreed - 38 (30.9%). The effect size for the difference between students and parents was found to be relatively small ($r= 0.237$). However, no evidence was found of any differences between students and teachers ($p=0.027$, Mann-Whitney $U= 4017.000$, $Z= -2.214$).

Table 5.9 Q4: Variety of activities

		Young learners	Parents	teachers	Total
strongly agree	Count	77	47	34	158
	% within group	62.6%	37.9%	43.6%	48.6%
agree	Count	38	63	42	143
	% within group	30.9%	50.8%	53.8%	44.0%
disagree	Count	6	14	2	22
	% within group	4.9%	11.3%	2.6%	6.8%
strongly disagree	Count	2	0	0	2
	% within group	1.6%	.0%	.0%	.6%
Total	Count	123	124	78	325
	% within group	100.0%	100.0%	100.0%	100.0%

Variety of topic

There is evidence of difference between the groups regarding variety of topics ($p < 0.001$, Kruskal-Wallis, Chi-Square= 17.217, $df = 2$). On further inspection differences were found between parents and teachers in relation to variety of topics ($p = 0.007$, Mann-Whitney $U = 3594.000$, $Z = -2.711$). These differences are illustrated in Figure 5.5. As can be seen in Table 5.10, while 26 parents (21.0%) were reported as strongly agreeing, only 7 teachers (9.0%) were reported as strongly agreeing. Differences were also found between students and teachers ($p < 0.001$, Mann-Whitney $U = 3255.000$, $Z = -3.886$). While 47 students (39.8%) were reported as strongly agreeing, only 7 teachers (9.0%) were reported as strongly agreeing. Also 56 teachers (71.8%) were reported as agreeing whereas 55 students (46.6%) were reported as agreeing.

The effect size for the difference between parents and teachers was found to be very small ($r = 0.190$) and the one for the difference between students and teachers was found to be relatively small ($r = 0.277$). No evidence was found of any differences between students and parents in relation to variety of topics ($p = 0.037$, Mann-Whitney $U = 6316.000$, $Z = -2.088$).

Figure 5.5 Differences between groups in relation to variety of topics

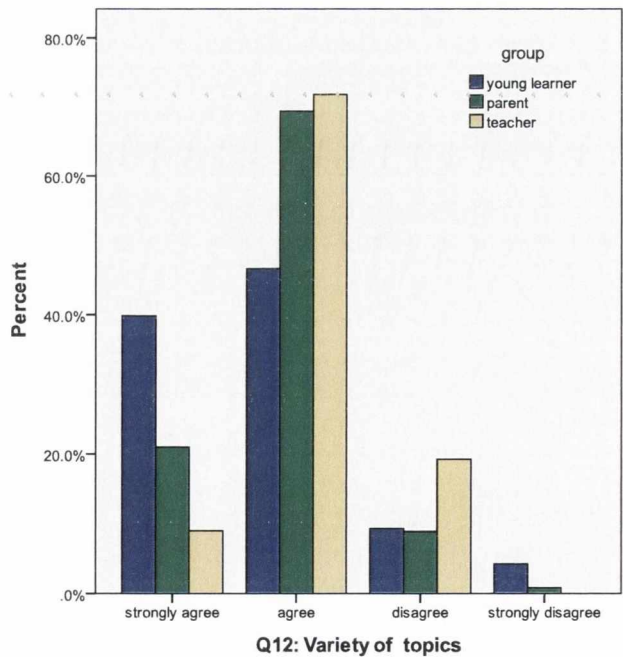


Table 5.10 Q12: Variety of topics

		Young learners	Parents	Teachers	Total
strongly agree	Count	47	26	7	80
	% within group	39.8%	21.0%	9.0%	25.0%
agree	Count	55	86	56	197
	% within group	46.6%	69.4%	71.8%	61.6%
disagree	Count	11	11	15	37
	% within group	9.3%	8.9%	19.2%	11.6%
strongly disagree	Count	5	1	0	6
	% within group	4.2%	.8%	.0%	1.9%
Total	Count	118	124	78	320
	% within group	100.0%	100.0%	100.0%	100.0%

Variety of genre

In contrast to those two items above, no evidence was found of any differences between groups in relation to variety of genre. Of the total number of participants 159 (49.4%) strongly agreed and 147 (45.7%) agreed with variety of genre ($p=0.322$, Kruskal-Wallis, Chi-Square= 2.269, $df= 2$).

5.2.5 Appeal to learners

Relevance to life

There is evidence of difference between groups regarding relevance to life ($p<0.001$, Kruskal-Wallis, Chi-Square= 18.923, $df=2$). On further inspection differences were found between students and parents in relation to relevance to life ($p<0.001$, Mann-Whitney $U= 5414.500$, $Z= -4.276$). However, no evidence was found of any differences between students and teachers ($p=0.035$, Mann-Whitney $U= 4000.500$, $Z= -2.111$). These differences are illustrated in Figure 5.6. As can be seen in Table 5.11, while 61 parents (49.2%) were reported as strongly agreeing with relevance to life, 35 students (28.7%) were reported as strongly agreeing. On the other hand, 20 students (16.4%) were reported as disagreeing whereas only 3 parents (2.4%) disagreed. The effect size for the difference between students and parents was found to be relatively small ($r= 0.272$).

Figure 5.6 Differences between groups in relation to relevance to life

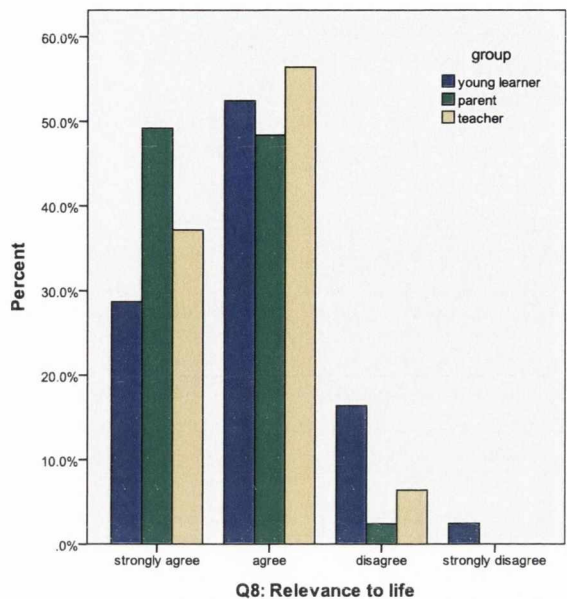


Table 5.11 Q8: Relevance to life

		Young learners	Parents	Teachers	Total
strongly agree	Count	35	61	29	125
	% within group	28.7%	49.2%	37.2%	38.6%
agree	Count	64	60	44	168
	% within group	52.5%	48.4%	56.4%	51.9%
disagree	Count	20	3	5	28
	% within group	16.4%	2.4%	6.4%	8.6%
strongly disagree	Count	3	0	0	3
	% within group	2.5%	.0%	.0%	.9%
Total	Count	122	124	78	324
	% within group	100.0%	100.0%	100.0%	100.0%

Pictures and illustrations

A considerable number, 146 (44.9%) of the whole body of participants strongly agreed and 146 (44.9%) agreed that pictures and illustrations should be attractive. No evidence was found of any differences between groups in relation to pictures and illustrations ($p= 0.289$, Kruskal-Wallis, Chi-Square= 2.484, $df=2$).

Interesting stories

An overwhelming majority were in favour of fun and interesting stories. Most of the respondents, 184 (57.0%) of the total participants strongly agreed that the stories should be fun and interesting and 123 (38.1%) agreed. Neither the parents nor the teachers strongly disagreed (See Table 5.12). No evidence of a difference between

groups was found in relation to interesting stories ($p= 0.725$, Kruskal-Wallis, Chi-Square= 0.644, $df= 2$).

Table 5.12 Q16: Stories

		Young learners	Parent	Teacher	Total
strongly agree	Count	70	73	41	184
	% within group	57.9%	58.9%	52.6%	57.0%
agree	Count	41	47	35	123
	% within group	33.9%	37.9%	44.9%	38.1%
disagree	Count	8	4	2	14
	% within group	6.6%	3.2%	2.6%	4.3%
strongly disagree	Count	2	0	0	2
	% within group	1.7%	.0%	.0%	.6%
Total	Count	121	124	78	323
	% within group	100.0%	100.0%	100.0%	100.0%

Comparison of rank order in relation to appeal to learners

Storyline was ranked first in the elements of stories. Storyline was supported by 224 (69.1%) out of 325 of the total number of participants. All groups showed a high percentage of agreement: 80 young learners (65.0%); 88 parents (71.5%); 56 teachers (71.8%). No evidence of a difference between groups was found in relation to the first place in the ranking among the elements of stories ($p=0.081$, Chi-Square= 8.305, $df=4$).

On the other hand, pictures were ranked third in the elements of stories at an aggregate level with 149 (46.9%) of the total number of participants. No evidence of a difference between groups was found in relation to the third ranking of the elements of stories ($p=0.084$, Chi-Square= 8.214, $df=4$) (See Table 5.13).

Table 5.13 Results for ranks 1 and 3 in the elements of stories

	Rank 1		Rank 3	
	Frequency	Valid Percent	Frequency	Valid Percent
Storyline	224	69.1	39	12.3
Characters	38	11.7	130	40.9
Pictures	62	19.1	149	46.9
missing	1	0.3	7	2.2
Total	325	100.0		100.0

5.2.6 Ease of teaching

Comparison of rank order in relation to additional materials

Online learning was ranked first in the additional materials. Online learning was supported by 150 (46.4%) out of 325. There is evidence of difference between the groups in the relevance accorded to Rank1 among additional materials ($p<0.001$, Chi-Square= 55.030, $df=4$).

Online learning was in the first place for young learners and teachers, while the audio CD was chosen as number one by parents. However, the strength of this relationship between groups and rank1 for additional materials was found to be relatively weak (Cramer's $V= 0.292$). The differences are illustrated in Table 5.14.

Table 5.14 Differences between groups in relation to Rank 1 for additional materials

	Young learners		Parents		Teachers	
	Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Audio CD	24	19.5	75	61.5	35	44.9
Online learning	70	56.9	43	35.2	37	47.4
CD containing games	29	23.6	4	3.3	6	7.7
missing	0	0	2	1.6	0	0
Total	123	100.0	124	100.0	78	100.0

On the other hand, CD containing games was ranked third in the additional materials at an aggregate level with 235 out of 325 (73.4%). There is evidence of difference between the groups in the relevance given to Rank 3 for additional materials ($p<0.001$, Chi-Square=29.597, $df=4$). The differences are illustrated in Table 5.15. While a high percentage of parents (102, 84.3%) and teachers (64, 83.1%) ranked CD containing games in third place, a little more than half of young learners (69, 56.6%) did. However, the strength of this relationship between groups and rank 3 for additional materials was found to be relatively weak (Cramer's $V= 0.215$).

Table 5.15 Differences between groups in relation to Rank 3 for additional materials

	Young learners		Parents		Teachers	
	Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Audio CD	26	21.3	7	5.8	7	9.1
Online learning	27	22.1	12	9.9	6	7.8
CD containing games	69	56.6	102	84.3	64	83.1
missing	1	0.8	3	2.4	1	1.3
Total	123	100.0	124	100.0	78	100.0

The next four items were applicable to teachers only. Table 5.16 compiles results from those items asking teachers about four features. A high percentage of the teachers (59.0%) agreed and 24 teachers (30.8%) strongly agreed that textbooks should have an accompanying teachers' guide.

As for extras to support the course from the publisher, a majority of the teachers agreed the publisher should offer other extras apart from workbooks to support the course, for example in the case of websites: 19 teachers (24.4%) strongly agreed and 45 teachers (57.7%) agreed.

Furthermore, most of the teacher participants agreed that textbooks should save preparation time by providing ready-made workbooks and activities: 31 teachers (39.7%) strongly agreed and 42 teachers (53.8%) agreed.

With regard to clear directions, not surprisingly, teachers were in complete agreement on this issue. Of the 78 teacher participants, 49 (62.8%) strongly agreed and 29 (37.2%) agreed without any dissent.

Table 5.16 Results for Teachers only in relation to ease of teaching (Q31, 33, 35, and 36)

	Strongly agree		Agree		Disagree		Total	
	Frequency	Valid percent	Frequency	Valid percent	Frequency	Valid percent	Frequency	Valid percent
Teachers' Guide	24	30.8	46	59.0	8	10.3	78	100.0
Extras to support	19	24.4	45	57.7	14	17.9	78	100.0
Saving preparation time	31	39.7	42	53.8	5	6.4	78	100.0
Clear directions	49	62.8	29	37.2	0	0	78	100.0

5.2.7 Quality and content

Written in English only

There is evidence of difference between groups in relation to written in English only (p=0.001, Kruskal-Wallis, Chi-Square= 13.957, df=2). These differences are illustrated in Figure 5.7. On further inspection differences were found between students and teachers (p=0.006, Mann-Whitney U= 3649.000, Z= -2.745). While 24 students (20.0%) were reported as strongly disagreeing, only 2 teachers (2.6%) were reported as strongly disagreeing.

Differences were also found between students and parents ($p=0.001$, Mann-Whitney $U= 5626.000$, $Z= -3.469$). While 24 students (20.0%) were reported as strongly disagreeing, none of the parents (0%) were reported as strongly disagreeing (See Table 5.17). The effect size for the difference between students and teachers was found to be very small ($r= 0.195$) and the one for difference between students and parents was found to be relatively small ($r=0.222$). No evidence was found of any differences between parents and teachers in relation to written in English only ($p=0.782$, Mann-Whitney $U= 4732.000$, $Z= - 0.276$).

Figure 5.7 Differences between groups in relation to written in English only

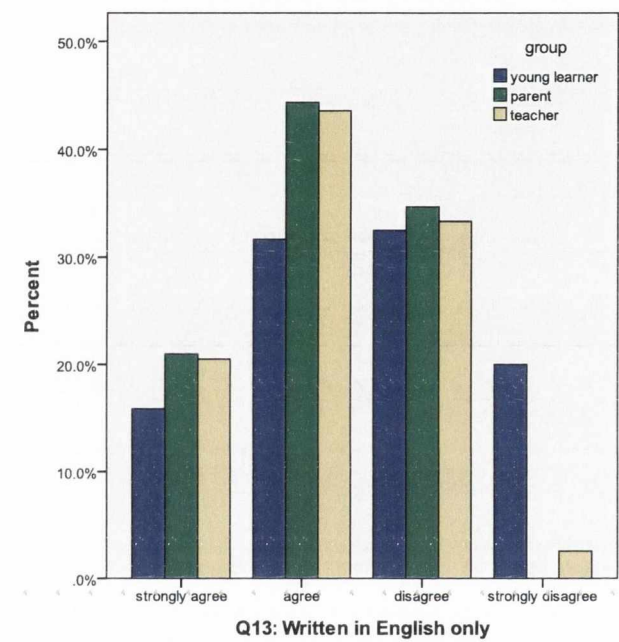


Table 5.17 Q13: Written in English only

		Young learners	Parents	Teachers	Total
strongly agree	Count	19	26	16	61
	% within group	15.8%	21.0%	20.5%	18.9%
agree	Count	38	55	34	127
	% within group	31.7%	44.4%	43.6%	39.4%
disagree	Count	39	43	26	108
	% within group	32.5%	34.7%	33.3%	33.5%
strongly disagree	Count	24	0	2	26
	% within group	20.0%	.0%	2.6%	8.1%
Total	Count	120	124	78	322
	% within group	100.0%	100.0%	100.0%	100.0%

Comparison of rank order in relation to design and layout

Layout was ranked first in the elements of design and layout. Layout was supported by 234 (72.7%) out of 325, the total number of participants. There was evidence of differences between groups in terms of rank 1 for design and layout ($p < 0.001$, Chi-Square = 35.333, $df = 8$). The differences are illustrated in Table 5.18. While a high percentage of parents (98, 80.3%) and teachers (66, 85.7%) ranked layout in the first place, a little more than half of the young learners (70, 56.9%) did. However, the strength of this relationship between the groups and rank 1 for design was found to be relatively weak (Cramer's $V = 0.234$).

Table 5.18 Differences between groups in relation to Rank 1 for Design and layout

	Young learners		Parents		Teachers	
	Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Size of font	16	13.0	13	10.7	2	2.6
Colour of font	8	6.5	4	3.3	0	0
Style of font	16	13.0	6	4.9	7	9.1
Layout	70	56.9	98	80.3	66	85.7
Quality of paper	13	10.6	1	0.8	2	2.6
Missing	0	0	2	1.6	1	1.3
Total	123	100.0	124	100.0	78	100.0

On the other hand, quality of paper was ranked fifth in design and layout at an aggregate level with 169 (53.0%) of the total number of 325 participants. There was evidence of differences between the groups in terms of rank 5 for design and layout ($p < 0.001$, Chi-Square = 45.507, $df = 8$). The differences are illustrated in Table 5.19. Colour of font was in the fifth place for 50 young learners (41.0%), while quality of paper was chosen by 83 parents (69.2%) and 45 teachers (58.4%).

Table 5.19 Differences between groups in relation to Rank 5 for Design and layout

	Young learners		Parents		Teachers	
	Frequency	Valid Percent	Frequency	Valid Percent	Frequency	Valid Percent
Size of font	7	5.7	1	0.8	1	1.3
Colour of font	50	41.0	26	21.7	24	31.2
Style of font	10	8.2	10	8.3	5	6.5
Layout	14	11.5	0	0	2	2.6
Quality of paper	41	33.6	83	69.2	45	58.4
Missing	1	0.8	4	3.2	1	1.3
Total	123	100.0	124	100.0	78	100.0

Contents of workbook

The item regarding the contents of workbooks was applicable to parents and teachers. A majority of the respondents agreed: 79 parents (63.7%) and 45 teachers (57.7%), and a fair number, 38 parents (30.6%) and 30 teachers (38.5%), reported that the participant strongly agreed that the content of workbooks is important. None of the teachers strongly disagreed. No evidence was found of any differences between parents and teachers in relation to content of workbooks ($p = 0.226$, Kruskal-Wallis, Chi-Square= 1.465, $df=1$).

5.2.8 Imported vs. local textbooks

Linguistic feature

Parents and teachers were asked whether imported textbooks are better in terms of language content. There was a divergence of opinion on the language features of imported and local textbooks, but the distribution of both groups was somewhat similar.

For parents, 17 (13.8%) strongly agreed; 44 (35.8%) agreed; 58 (47.2%) disagreed; 4 (3.3%) strongly disagreed. For teachers, 8 (10.3%) strongly agreed; 27 (34.6%) agreed; 42 (53.8%) disagreed; 1 (1.3%) strongly disagreed. No evidence was found of any differences between parents and teachers in relation to linguistic features for imported/local textbooks ($p = 0.539$, Kruskal-Wallis, Chi-Square= 0.377, $df=1$).

Preparation for exams

Both groups were asked whether imported textbooks help students better prepare for secondary school and university exams than local textbooks. Dissenting opinions were dominant: 75 parents (61.0%) and 51 teachers (67.1%) disagreed. Meanwhile, 34 parents (27.6%) and 20 teachers (26.3%) agreed. No evidence was found of any differences between parents and teachers in relation to preparing for exams ($p = 0.460$, Kruskal-Wallis, Chi-Square= 0.546, $df=1$).

Imported school textbooks

The next two items were applicable to teachers only. There was a sharp division of opinions between those who approved and disapproved. The number of teachers who preferred using imported school textbooks such as language arts and science was slightly more than the opposition: 9 (11.5%) strongly agreed; 33 (42.3%) agreed; 35 (44.9%) disagreed; 1 (1.3%) strongly disagreed.

Additional materials

When it comes to additional materials, the teachers' opinions were divided on this issue. Teachers were asked if local textbooks tend to offer more additional materials such as audio CDs and workbooks than imported textbooks. Although a number of teachers agreed: 10 (13.0%) strongly agreed; 38 (49.4%) agreed, a fair number of the teachers reported that they had opposite views: 28 (36.4%) disagreed; 1 (1.3%) strongly disagreed. Table 5.20 compiles the results from the items asking about imported and local textbooks.

Table 5.20 Results for Teachers only in relation to imported vs. local textbook (Q32 and 34)

	Prefers imported school textbook		Local textbooks offer more additional materials	
	Frequency	Valid Percent	Frequency	Valid Percent
Strongly agree	9	11.5	10	13.0
Agree	33	42.3	38	49.4
Disagree	35	44.9	28	36.4
Strongly disagree	1	1.3	1	1.3
Missing	0	0	1	1.3
Total	78	100.0	78	100.0

5.2.9 Concerns

Finally, parents and teachers were asked whether textbooks should provide and determine what a learner learned because it is easy to see what a learner learned if the learning content is clear. More than half of each group agreed: 67 parents (54.0%) and 47 teachers (60.3%) and a fair number of both groups strongly agreed: 53 parents (42.7%) and 30 teachers (38.5%). No evidence was found of any differences between parents and teachers in relation to this statement ($p= 0.676$, Kruskal-Wallis, Chi-Square= 0.175, $df=1$).

5.3 Further analysis

5.3.1 Difference between boys and girls in relation to the perception of EFL textbooks for young learners

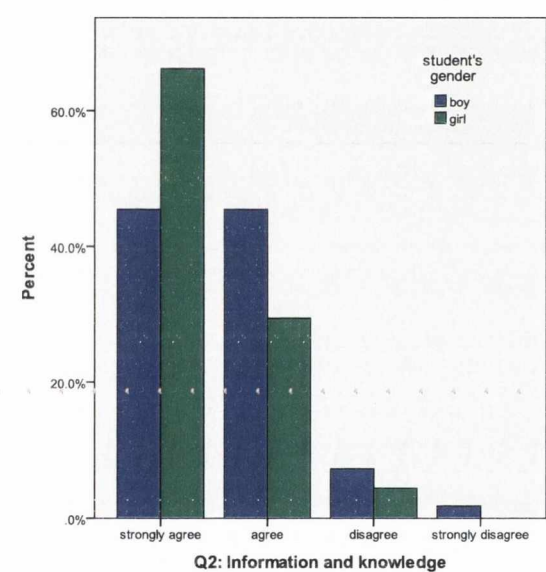
To assess whether the difference is statistically significant in relation to students' gender and their perception of EFL textbooks for young learners (Hypothesis 1), the Mann-Whitney U test was carried out. Of the 17 items, only one was statistically significant. With regard to liking textbooks that give information and knowledge, the difference between boys and girls was found to be statistically significant ($p= 0.020$, Mann-Whitney $U= 1468.500$, $z= -2.333$). As can be seen from Table 5.21 and Figure

5.8 girls tended to more strongly agree than boys with regard to information and knowledge, for example, 66.2 percent of girls strongly agreed compared to 45.5 percent of boys. The strength of this relationship between gender and students' perception of information and knowledge in EFL textbooks was found to be fairly weak however ($r= 0.210$).

Table 5.21 Difference between boys and girls in relation to information and knowledge

	Boys		Girls	
	Frequency	Valid Percent	Frequency	Valid Percent
Strongly agree	25	45.5	45	66.2
Agree	25	45.5	20	29.4
Disagree	4	7.3	3	4.4
Strongly disagree	1	1.8	0	0
Total	55	100.0	68	100.0

Figure 5.8 Difference between boys and girls in relation to information and knowledge



5.3.2 Relationship between students’ school year and parents’ perception of EFL textbooks for young learners

The Spearman Correlation was carried out to test for relationships between children’s school year and parents’ perceptions (Hypothesis 2). Among the 30 items regarding the features of good EFL textbooks for young learners, seven items were related to children’s school year. Table 5.22 indicates the relationships between children’s school year and parents’ perceptions.

A weak and negative correlation was found between the children’s school year and parents’ perception of difficult words ($p= 0.022$, $r= -0.212$). This indicates that the

children's school year and parents' perception of difficult words in the sample share 4.5 percent of their variation in common. As such there is a relationship there but it is very weak and leaves just over 95 percent of the variation found in the two variables unexplained.

A weak and negative correlation was found between the children's school year and parents' perception of difficult exercises ($p= 0.023$, $r= -0.211$). This indicates that the children's school year and parents' perception of difficult exercises in the sample share 4.5 percent of their variation in common. As such there is a relationship there but it is again very weak and leaves just over 95 percent of the variation found in the two variables unexplained.

A moderate and negative correlation was found between the children's school year and parents' perception of overall language learning ($p= 0.001$, $r= -0.306$). This indicates that the children's school year and parents' perception of overall language learning in the sample share 9.4 percent of their variation in common. There is a relationship and it is moderate and leaves just over 90 percent of the variation found in the two variables unexplained.

A weak and negative correlation was found between the children's school year and parents' perception of variety of topic ($p= 0.008$, $r= -0.244$). This indicates that the children's school year and parents' perception of variety of topic in the sample share 6.0 percent of their variation in common. As such there is a relationship there but it is also very weak and leaves just 94 percent of the variation found in the two variables unexplained.

A weak and negative correlation was found between the children's school year and parents' perception of presenting the meaning of words in Korean ($p= 0.028$, $r= -0.204$). This indicates that the children's school year and parents' perception of presenting the meaning of words in Korean in the sample share 4.2 percent of their variation in common. As such there is a relationship there but it is very weak and leaves just over 95 percent of the variation found in the two variables unexplained.

A weak and negative correlation was found between the children's school year and parents' perception of the contents of workbooks ($p= 0.017$, $r= -0.221$). This indicates that the children's school year and parents' perception of the contents of workbooks in the sample share 4.9 percent of their variation in common. As such

there is a relationship there but it is very weak and leaves just over 95 percent of the variation found in the two variables unexplained.

A weak and negative correlation was found between the children's school year and parents' perception of giving a moral lesson ($p= 0.006$, $r= -0.255$). This indicates that the children's school year and parents' perception of giving a moral lesson in the sample share 6.5 percent of their variation in common. As such there is a relationship but it is very weak as well and leaves just over 93 percent of the variation found in the two variables unexplained.

Table 5.22 Spearman correlation between children’s school year and parents’ perceptions

	Sig. (2-tailed)	Correlation coefficient	Percentage of variation
Difficult vocabulary	.022	-.212	4.5
Difficult exercises	.023	-.211	4.5
Overall language learning	.001	-.306	9.4
Variety of topic	.008	-.244	6.0
Presenting the meaning of words in Korean	.028	-.204	4.2
Contents of workbook	.017	-.221	4.9
Moral lessons	.006	-.255	6.5

5.3.3 Relationship between teacher training and teachers’ perception of EFL textbooks for young learners

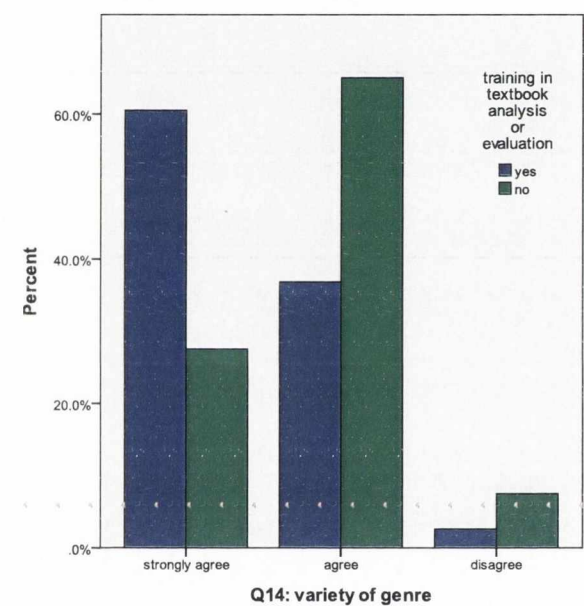
Expectations for linkages between teacher training and teachers' perceptions were supported (Hypothesis 3). Among the components belonging to the features of good EFL textbooks for young learners, three items were related to teacher training.

First of all, the difference between the teachers who have had training in textbook analysis or evaluation and the ones who have not received such training was found to be statistically significant in relation to variety of genre ($p= 0.003$, Mann-Whitney $U= 501.000$, $Z= -2.927$). As can be seen Table 5.23 and Figure 5.9 the teachers who have had training in textbook analysis or evaluation tended to more strongly agree with variety of genre than those who have not. There was a higher percentage with 60.5 percent of the teachers who have had training in textbook analysis responding as strongly agreeing compared to 27.5 percent of the teachers who have not had training. The strength of this relationship between teacher training and teachers' perception of variety of genre was found to be moderate ($r= 0.331$).

Table 5.23 Difference between the teachers trained or untrained in textbook evaluation and variety of genre

Training in textbook analysis or evaluation				
	Yes		No	
	Frequency	Valid Percent	Frequency	Valid Percent
Strongly agree	23	60.5	11	27.5
Agree	14	36.8	26	65.0
Disagree	1	2.6	3	7.5
Strongly disagree	0	0	0	0
Total	38	100.0	40	100.0

Figure 5.9 Difference between the trained teachers and the untrained teachers in variety of genre



Second, differences were found between the teachers who have had training and those who have not in relation to immediate impact on language learning ($p= 0.001$, Mann-Whitney $U= 470.000$, $z= -3.375$). The teachers who have had training tended more to disagree that textbooks should have immediate impact on language learning than those who have not. For example, 47.4 percent of the teachers who have had training were reported as disagreeing, while 15.0 percent of the teachers who have not had training were similarly reported. On the other hand, the teachers who have not had training tended to believe good textbooks should have immediate impact on language learning with 75.0 percent agreeing (See Table 5.24). This relationship was found to be moderate ($r= 0.382$).

Table 5.24 Difference between the trained teachers and the untrained teachers in immediate impact on language learning

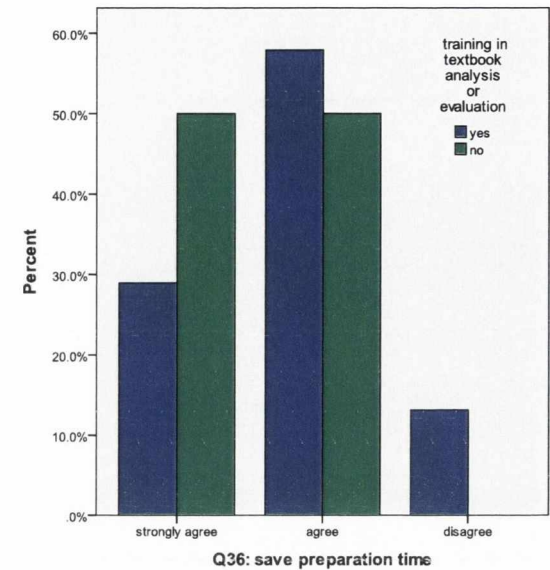
Training in textbook analysis or evaluation				
	Yes		No	
	Frequency	Valid Percent	Frequency	Valid Percent
Strongly agree	1	2.6	4	10.0
Agree	18	47.4	30	75.0
Disagree	18	47.4	6	15.0
Strongly disagree	1	2.6	0	0
Total	38	100.0	40	100.0

Third, differences were also found between the teachers who have had training and those who have not in relation to teachers’ perception of saving preparation time ($p=0.018$, Mann-Whitney $U= 550.000$, $z= -2.376$). The teachers who have not had training in textbook analysis or evaluation tended more to agree that textbooks should save preparation time providing ready-made workbooks and activities than those who have had training. As can be seen Table 5.25 and Figure 5.10, 50.0 percent of the teachers who have not had training strongly agreed and 50.0 percent of them agreed with no negative answers, on the other hand, 28.9 percent of the teachers who have had training were reported as strongly agreeing and 13.2 percent of them disagreed. The strength of this relationship was found to be fairly weak however ($r= 0.269$).

Table 5.25 Difference between the trained teachers and the untrained teachers in saving preparation time

Training in textbook analysis or evaluation				
	Yes		No	
	Frequency	Valid Percent	Frequency	Valid Percent
Strongly agree	11	28.9	20	50.0
Agree	22	57.9	20	50.0
Disagree	5	13.2	0	0
Strongly disagree	0	0	0	0
Total	38	100.0	40	100.0

Figure 5.10 Difference between the trained teachers and the untrained teachers in saving preparation time



In sum, nine differences between groups were found: (1) Information and knowledge – young learners strongly agreed more than parents and teachers on beliefs that textbooks should provide information and knowledge; (2) Presenting the meaning of the words in L1 – Young learners seem to support presenting word meanings in L1, whereas parents and teachers seem to oppose it; (3) Written in English only – the number of young learners who strongly disagreed with the textbooks written in English only was much greater than teachers and parents; (4) Rank for design and layout – layout was considered as the most important in the elements of design and layout but parents and teachers seemed to agree more than young learners; (5) Rank for additional materials – young learners and teachers seem to perceive online learning as the most important among additional materials but parents considered audio CDs as the most important; (6) Relevance to life – parents strongly agreed more than young learners on beliefs that topics should be relevant to the learner’s life; (7) variety of topic – young learners and parents seem to more strongly agree with a variety of topics than teachers; (8) variety of activities – young learners strongly agreed more than parents on beliefs that textbooks should provide a variety of activities; and (9) Fit for class hour – young learners strongly agreed more than teachers and parents on beliefs that the number of units should fit class hours. No difference between groups was found in the remaining items.

Gender difference was found in relation to information and knowledge. Girls seemed to strongly agree more than boys on the beliefs that textbooks should provide new information and subject knowledge or common knowledge.

Correlation between children's school year and parents' perception were found in seven items: (1) Difficult words; (2) Difficult exercises; (3) Overall language learning; (4) Variety of topic; (5) Presenting the meaning of words in L1; (6) Contents of workbook; and (7) Giving a moral lesson – parents who have a child in a higher school year tend to agree with these items. However, the relationship in all but overall language learning is weak.

Difference between the teachers who have had training in textbook analysis or evaluation and the ones who have not received such training was found in three items: (1) variety of genre – the teachers who have had training seemed to strongly agree more than the teachers who have not had training with variety of genre; (2) immediate impact on language learning – the teachers who have had training tended more to disagree that textbooks should have immediate impact on language learning than those who have not; and (3) saving preparation time – the teachers who have not had training tended more to agree that textbooks should save preparation time by providing ready-made workbooks and activities than those who have had training.

no simple research questions are complex. It is noted that there is consensus on many points. There is consensus and no consensus. By and large, the results are as follows. Of 36 aspects, the three parties agreed on 18 aspects and divided in their opinions on the remaining 18 aspects. The results were classified into five clusters: (a) *Agreement*; (b) *Agreement but difference between groups*; (c) *Disagreement with no difference between groups*; (d) *Diversity of views and opinions*; and (e) *Diversity of views and opinions*. The following table summarises the results broken down by consensus or not and whether there is any

		<ul style="list-style-type: none"> ● everyday English ● overall learning ● achievement ● cultural awareness** ● learners' opinion ● autonomy ● age/ cognitive level** ● linguistic level** ● variety of genre ● pictures & illustration ● interesting stories ● storyline ● content of workbook** ● what a learner learned** ● immediate impact on learning** ● teachers' guide* ● extras from publishing company* ● clear direction* ● save preparation time*
(b) Agreement but difference between groups	6	<ul style="list-style-type: none"> ● information and knowledge ● fit for class hour ● variety of activities ● variety of topic ● relevant to life ● layout
(c) Disagreement with no difference between groups	3	<ul style="list-style-type: none"> ● difficult vocabulary ● difficult exercises ● imported textbooks better prepare for exams**

Subtotal	28	
No consensus		
(d) Diversity of views with no difference between groups	5	<ul style="list-style-type: none"> ● academic vocabulary** ● moral lessons** ● imported textbooks are better in terms of language content** ● imported school textbook preference* ● local textbooks offer more additional materials*
(e) Diversity of views and difference between groups	3	<ul style="list-style-type: none"> ● vocabulary learning: presenting meaning of words in L1 ● written in English only ● important additional materials: online learning, audio materials
Subtotal	8	
Total	36	

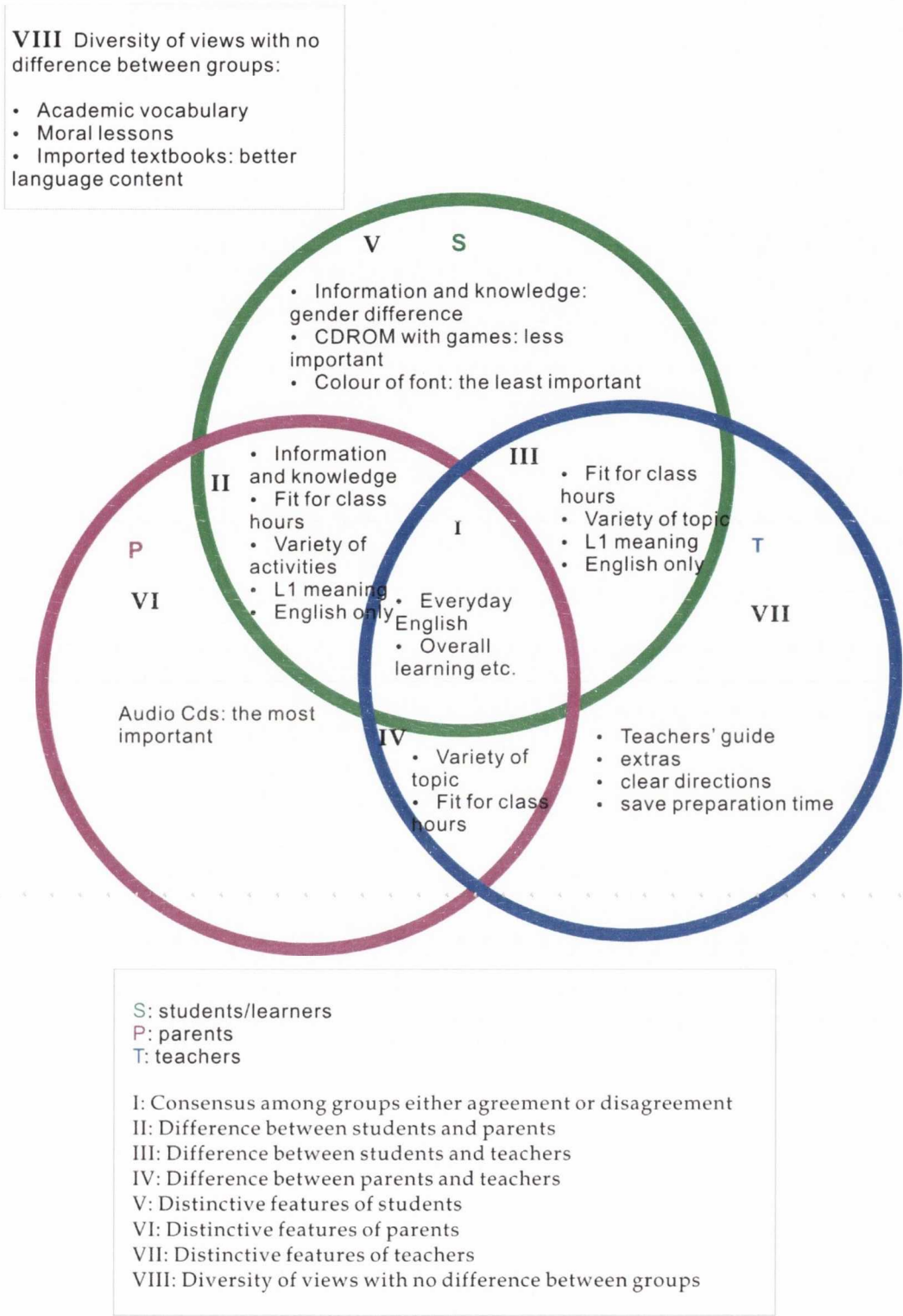
Note: * applied to ‘teachers only’

**applied to ‘parents and teachers only’

The findings can be interpreted adopting a different approach. A graphic can help better understanding of consensus and diversity (See Figure 6.1). A green circle stands for students/young learners, a pink circle stands for parents, and a blue circle stands for teachers. Overall, the figure consists of eight parts: (I) Consensus among groups either agreement or disagreement, (II) Difference between students and parents; (III) Difference between students and teachers; (IV) Difference between parents and teachers; (V) Distinctive features of students; (VI) Distinctive features of parents; (VII) Distinctive features of teachers; and (VIII) Diversity of views with no difference between groups. It is possible to draw a parallel between Table 6.1 and Figure 6.1. (I) is equivalent to (a) and (c); (II), (III) and (IV) are equivalent to (b) and (e); (VIII) is equivalent to (d) respectively.

In the following section, a discussion that these findings have generated will be unfolded in order to discuss the notable aspects.

Figure 6.1 Venn diagram of findings



6.1 Everyday English, grammar and overall learning

Both everyday English and overall language learning were under the 'Language learning' category with the greatest frequency in Phase 1. These two elements were approved by a majority in Phase 2.

The skills often remarked on in the interviews included grammar, communicative skills particularly speaking and vocabulary, but very little mention of either reading or writing was found. One reason may be because the participants place a higher value on grammar, conversation skills and vocabulary than on reading or writing. The other reason may be because the organization of the textbooks was weighted towards those particular skills. This is similar to the results reported by Masuhara et al. (2008) who evaluated eight current adult EFL coursebooks and compared syllabuses. They reported that most of the coursebooks they evaluated put more stress on listening and speaking than on reading and writing.

The prominence of conversation emphasising everyday English supports the characteristics of good language teaching materials suggested by Tomlinson (1998). Language teaching materials should offer the learners opportunities to use the language to accomplish communicative purposes. The popular conception seemed to be that primary English programmes should be based on communication activities. This matches with the main aims and objectives of primary English education in South Korea, that is, to develop basic communication abilities, and reliance on oral language

Everyday English refers to 'survival English', 'conversational dialogue', 'situational language', and 'practical English' in the responses focusing on oral/aural skills. The respondents expect to learn practical English so they can use it. The excerpt below shows the significance of everyday English:

Sentences like this are used in real life. 'Mom, I'm late,' something within a quotation, which is often used. It's easy to memorise. If we use this book, learners can apply it to real world situations, can talk to their moms, and can talk in the class.
(T6, language teacher at language institute, 5 years of teaching experience)

The meaning of English here is ambiguous when the participants described everyday English; no evidence has detected what kind of English the participants meant by 'everyday English' – EFL along with the Global English paradigm based on UK/US norms or ELF (English as a Lingua Franca) in parallel with the World Englishes paradigm, however, it is possible to deduce standard NS ideology from other excerpts:

Students mimic the sound and intonation when they listen to (audio) CDs. In doing

so, they need to correct their intonation, pronunciation and so on. (T3, head teacher, 9 years of teaching experience)

The advantage of an American school textbook is that it is inevitable to talk about American culture. When children have a question, a teacher will explain. Children can learn culture while they learn language. (P14, has a daughter in Year 3 and a son in Year 2)

American school textbooks such as language art, social studies, science are considered better than Korean school textbooks because American school textbooks are written by native English speakers. My colleagues who are native English speakers in the workplace found some problems in the main textbooks we have. Reading paragraphs are written in Korean style because the book had been made by Korean. But this book (American school textbook) is not. That is a great advantage for mothers since their children can expose themselves to a book like this. Maybe real English language without any grammar in Korean style appears in those books (American school textbooks). (T6, language teacher at language institute, 5 years of teaching experience)

The excerpts above indicate that a preference for standard NS ideology remains deeply ingrained in teachers and parents. This implies that parents and teachers in the Expanding Circle may be circumscribed by the Global English paradigm, pursuing English as a foreign language and striving for the goal to be nativelike.

Everyday English and grammar were highlighted by many respondents as illustrated in Chapter 4. Although the development of communication abilities emphasizing oral/aural skills is encouraged and explicit grammar teaching is not encouraged in language teaching to young learners, it is likely that grammar is regarded as important for young language learners. The following excerpts show evidence of such perceptions.

It's grammar. It would be better if I practised grammar a lot. (S22, Year 2, female)

A comparison study of current adult coursebooks revealed that grammar and vocabulary were constantly found in every coursebook (Masuhara et al., 2008). The following excerpt shows evidence. T11 who is a head teacher and selects books for a language institute mentioned,

I have two reasons why I use the book X. One is it covers a wide range of vocabulary that is never encountered in the main textbook. The other reason is it covers grammar systematically from Be verbs up to Tenses, it doesn't treat the very high level like the subjunctive, but it is enough. (T11, head teacher, over 10 years of teaching experience)

For overall language learning, the interviews showed the significance of integrated teaching. This finding accords well with the principles of coursebook writing (Bell and Gower,1998).

I can do so many things, I can teach phonics, cover simple grammar, it contains conversation, it is possible to do pattern drills. (T11, head teacher)

You can have a lot of fun to teach Rs and Ls, voiced and unvoiced sounds and everything like that. I really enjoy teaching phonics and I teach grammar while I'm teaching phonics. To me in phonics everything comes together. It's so easy to make everything come together. (T14, school teacher)

6.2 Immediate impact on language learning, parental expectation, and teachers' anxiety

The results from Phase 1 revealed that mostly teachers and parents care about effectiveness, that is, producing language outcomes.

Fun is fun. It should give fun and output at the same time...students enjoyed it very much but it was just for fun. That's all. (T4, private tutor, five years of teaching experience)

There are many books that are poor in content. It was a slick production looking good but without any content...Hagwons (language institutes) have many books to fill in time. (P5)

Effectiveness was an interesting issue, therefore, this feature was scrutinized in Phase 2 emphasising 'immediate' impact. Surprisingly, a majority of parents and teachers believed that textbooks should have immediate impact on language learning despite the fact that language acquisition requires a great deal of time.

Such a belief and parental expectation may interact. From the parents' point of view, the purposes and motivation for parental involvement in children's education are very wide ranging. Firstly, parents want to improve the performance of their own child. Secondly, parents have aspirations to know about what happens at school and to support their children's learning (OECD, 1997). With this view, parents' perceptions that textbooks should provide and determine what a learner learned may refer to their desire that learning content should be clear; it should be easy to see what a learner is learning and to monitor progress. The following excerpts show the parents' aspiration to monitor their children's progress.

Interviewee: The books (coursebooks) used in the school are always like this. A book like the book X, I can see what it is.

Interviewer: Do you mean you can apprehend?

Interviewee: Yes, roughly. Although I don't know the content, I apprehend what is going on. (P4)

There is a lot of online homework. The system (of language institute) makes children preview and review well ahead...I used to be against online lecture because it would be bad for my child's eyes. Once I looked at the online programme, it was good. It's good to check...It is not simple and it reviews every day. (P17)

As observed in the excerpts above, parents want to not only see and understand what their children learn, but also check their children's progress. Parental expectation and teachers' beliefs about immediate impact on language learning may create teachers' anxiety. Conversely, teachers' beliefs about immediate impact may be constructed due to the pressure from parents. The following excerpt shows that a teacher worries about language outcome.

I feel a little insecure, 'Is it really all right to do this?' because we created it. ...

Using book Z is a sort of a cop-out. What if I read stories for 40 minutes and there is no output? (T2, head teacher, 9 years of teaching experience)

6.3 Age/cognitive level and meaningful tasks

The findings that emerged from the data regarding age and cognitive level support age-specific recommendations made by Tomlinson (2003) on age range, and academic and educational level made by McGrath (2002). Inappropriate level can be interpreted in two different ways, either lower or higher than current level. An

imbalance between age level and cognitive demand in textbook contents seems to arise. The conditions creating the imbalance can be explained in two alternative cases. One is the case of low linguistic level and high cognitive level. The other is that of high linguistic level and low cognitive level. The former is that of the language learner who intellectually develops but may have a problem as the linguistic level of the target language is low. Children who are absolute beginners in upper grades may perceive contents or activities in a book as not linguistically but intellectually easy and so not cognitively and affectively engaging.

There are so many contents without considering students' cognitive levels. That is the most dissatisfaction with the textbook among the teachers. It is set for way too low level. For example, in the lesson of comparative forms, character dolls or animals appear. An example sentence like 'A lion is bigger than a rabbit' is too easy even 4 or 5 year old kids know that. Frankly speaking, it's boring. My students think it is childish. So I change the content in such cases. I'm interested in CBT (Content-based Teaching), adapt content from other subjects. Comparing the size of the continents, the heights of the buildings, populations in different countries... This process fits the students. Comparing a rabbit with a lion is really childish. (T8, school teacher, 11 years of teaching experience)

Support for this explanation is provided by Tomlinson (2008) who criticised many of the current ELT materials as they underrate the learners' linguistic, cognitive and affective levels and this inclination is particularly apparent in that materials for linguistically low level learners underestimate the intellectual and emotional maturity of their learners. The underestimation of learners' ability can pose a problem for adult language learners; needless to say, it brings more serious problems for young language learners. Perhaps the underestimation may affect learner disengagement and lead them to lose their interest in learning.

Marks (2000, p.154) defined engagement as 'a psychological process, specifically, the attention, interest, investment, and effort students expend in the work of learning.' For decades, educational researchers have been interested in student engagement in learning and the relationship between student engagement and academic achievement has been documented clearly. The bottom line is students who are engaged are more likely to learn. In the light of engagement, cognitively and affectively engaging texts and activities in a textbook are particularly important for young learners.

On the other hand, young language learners who started English language learning very early and studied persistently may encounter material which is above their cognitive ability. Even though these learners' linguistic level is relatively high, it would be senseless to treat children's cognitive ability in the same manner as adults. Thus, in teaching young learners it is often necessary to confront this issue of imbalance between age and cognitive level.

We should teach what is right for the (learner's) age. But in the case of a student who is young and has been learning English since he/she was very young... Students at this level study difficult contents such as natural science. What does a second grader know about science? The topics don't fit the cognitive level. Students find it too difficult. I also feel frustrated with myself for teaching this. I teach this to follow school policy but children at this age can't reach levels such as these. (T6, language teacher at language institute, 5 years of teaching experience)

The latter issue occurs in Content and Language Integrated Learning (CLIL). This paradigm is to use content as a medium for language teaching. Content and Language Integrated Learning, which is the term applied in Europe, is also called 'content-based instruction' in the United States; whatever term is used, the principle of both pedagogies is marrying the learning of subject content such as history, science or social studies with language learning (Bot, 2007; Larsen-Freeman and Freeman, 2008).

The key to CLIL (Content and Language Integrated Learning) lies in an effort to find the ways disciplinary content can be integrated with language that is comprehensible, maintaining the messages to be conveyed without impairing the quality of the content. Hence, language adjustment is the crux of this matter. A common strategy for language adjustment is to simplify texts, however, the simplification could make the content poor thus resulting in learners not being able to learn what is to be learned. The other strategy is elaboration, lessening cognitive complexity while not changing the linguistic texture. This attempt aims to make meaning clear and commonly uses paraphrasing, repetition, and adding information. Consequently, elaboration tends to make texts longer (Lorenzo, 2008).

It is apparent that there is an interplay of relationships between difficulty level and age/cognitive level. The results of Phase 1 revealed that the difficulty level results

from several factors. Apart from the linguistic level itself, complicated concepts in grammar and vocabulary inhibit learners' comprehension. Grammar textbooks present information in a variety of discourse forms: sentence fragments, individual sentences, groups of sentences, paragraphs. Also, some textbooks including grammar textbooks contain a variety of layout features such as headings, charts, bulleted, bold and italicised type. Research suggests that some graphic devices demand perception and interpretation skills and may be culturally specific (Lesikin, 2000). In this light, foreign language learners, particularly young EFL learners, may have difficulties in understanding complex text which contains graphic devices and unfamiliar discourse forms. Thus, the material developers and teachers should pay special attention to what would be cognitively challenging to young learners which may affect them negatively, approaching from a range of angles.

Meaningful task: learners' opinion

It appeared from the result which emerged in Phase 1 that young learners seem to distinguish what is meaningful to be learned from what is meaningless. Williams and Burden (1997) stated that 'Learners learn what is meaningful to them...Individuals will tend to learn what they think is worth learning (p.205).' The results of Phase 1 revealed that young learners perceived the activities to provide opportunities to express their opinions or thoughts. This corresponds to the views of Williams and Burden (1997) who draw a useful distinction between meaningful and meaningless learning activities. Worthwhile learning, that is meaningful learning, should entail developing of personal meanings and understanding (Williams and Burden, 1997). Furthermore, Williams (1991) differentiates between meaningful and purposeful activities. Purpose to children involves personal relevance, for example, to find out about the world, to express opinions, which implies the development of thinking skills.

On the contrary, dreary tasks or activities not calling for cognitive skills were regarded as meaningless and aimless by young learners and parents as seen in the following.

I wish I got rid of this part (written translations into Korean). If I write from a copy, it is meaningless. It is pointless writing, writing from a copy. (S5, Year 4, male)

Given the importance of meaningful and purposeful learning, tasks or activities should be cognitively engaging and should stimulate the cognitive ability to develop

thinking skills and to learn how to express the learners' own opinions reflecting the learning in their own lives.

6.4 Storyline and length

The results of Phase 1 showed that young learners interact closely with the storyline, characters in the story, and pictures in the storybooks. A good storyline results in engaging texts. This feature was pinpointed as a scarcity in ELT coursebooks (Illes, 2009). A criticism about texts in many coursebooks comes from the tendency towards 'a display of encoding' not going further (Widdowson, 2003, p.120). In other words, the stories or passages in many coursebooks serve the function of displaying particular grammatical points or expressions, not leaving room for imagination. Such stories or passages cannot form eager anticipation so young people fail to engage with the text (Illes, 2009).

There is no doubt that young children can obtain enormous benefits from reading literature. Stories offer a major and constant source of language experience for children. Stories are motivating and rich in language experience. Children can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations. This helps children develop their own creative powers. Linking fantasy and imagination with the child's real world, they provide a way of enabling children to make sense of their everyday lives and forge links between home and school. Moreover, storybooks can develop sensitivity when dealing with 'issues such as loss, responsibility, friendship' (Machura, 1991, p.78). The extract from two young learners below shows that young learners engaged with the story dealing with friendship.

It was a moving story. Antonio risked his life for his friend, Bassanio... (S19, Year 4, female)

It's fun....This book deals with a friendship between two. (S1, Year 5, male)

It is worth noting that storyline was ranked first in the elements pertaining to stories.

Length

It is apparent that texts should fit into the learners' linguistic level. The findings that emerged from both phases of the study are in line with one of the learner factors, proficiency level in the target language, described in a summary of the factors which

need to be considered in material selection by McGrath (2002).

It is often found that textbooks for young learners yield single utterance level or shorter than discourse level as teacher participants pinpointed.

Only short sentences appear in coursebooks. Longer sentences and paragraphs can be found at the higher level. It is necessary to read chunks so I use this kind of reading. (T4, private tutor, 8 years of teaching experience)

Sometimes sentences are too choppy. “Wow!”, “Mom, I cannot see it”, “The fish is gone,” something like these. There are too many choppy sentences. (T15, language teacher at language institute, 1.5 years of teaching experience)

The results of Phase 1 showed that parents and teachers may have a preconception about young learners' preference in terms of length of texts.

When I teach reading, I choose easy and short storybooks. It should make students feel a sense of accomplishment reading short stories. The rule I have to keep is to be sure to be short. The length of the sentence and of the whole story should be short. (T1, private tutor, 8 years of teaching experience)

Kids liked it because the book is thin. (P6, has a son in Year 2)

The result also revealed that if the length of the texts doesn't match with what learners want it can have a negative effect. A long text may satisfy some young learners, while at the same time it may intimidate others. In turn, a short text seems to be fine with some learners, but it may give rise to dissatisfaction for the learner who wants more than that. It is clear that young learners need exposure to longer texts. One probable reason for the use of stories in young learners' classrooms in South Korea was as a necessary complement to coursebooks.

As Maley mentioned (2001), length and linguistic difficulty are always a prominent issue when literary texts are used. Since material writers tend to select short texts to avoid the length problem and to simplify the language from the longer texts to solve this problem, it prevents learners having exposure to long texts or long discourse. In fact, it is useful to note that length and linguistic level need to be considered carefully due to the wide use of story-based instruction and literature in the young

learners' classrooms.

6.5 Vocabulary learning

Meaning of vocabulary in L1

Vocabulary knowledge is one of the strongest predictors of reading comprehension (Davis, 1972, cited in Blachowicz et al., 2006). Not surprisingly, vocabulary was often remarked on during the interviews as seen earlier in Table 4.2. It was notable that young language learners in the current study seemed to have a positive attitude towards presenting word meanings in L1 (the first language), while teachers and parents may have had a negative attitude. Contradictory views were also found in Phase 2. Young learners support presenting word meanings in L1, whereas parents and teachers oppose this.

What is nice about this book is I don't need to look up the words in a dictionary because the words come with the meanings interpreted at the bottom. (S17, Year 4, male)

When students encounter new words, they encounter their definitions not in Korean but in English first. This is an advantage, though it is still challenging for children. (T11, head teacher, over 10 years of teaching experience)

It could be an advantage and a disadvantage. The vocabulary list is already out there. When I was a student, I made my own vocabulary lists of new words encountered. I think that is a good way of studying. These days this stops learners practicing how to look up words in a dictionary. Nowadays children never use the dictionary, they use electronic dictionaries. Electronic dictionaries are good but I think they'll be able to learn more if we find the words in a (book) dictionary. It's a pity that they don't do it anymore. (P15, has a daughter in year 4)

Teachers' objection to L1 meaning may be based on belief in the optimal use of the target language and a TETE (Teaching English through English) policy. Teachers could pursue the maximal use of the target language and seek incidental learning. From the view of parents, the process of looking up in a dictionary is well worth the effort and this perception may result from their learning experience. Providing the meaning of vocabulary in a textbook diminishes learning opportunities on some level.

Meanwhile, incidental learning through inference from context is well known as an approach to vocabulary expansion (Nation, 2001; Schmitt, 2000). Also, making inferences is crucial not only in reading comprehension but also in learning the meaning of unknown words (Sternberg and Powell, 1983, cited in Blachowicz et al., 2006).

It appeared that learning vocabulary in context is generally perceived by teachers as beneficial, whereas learners are reluctant to accept it, rather they tend to believe translation to be better, which is in line with Prince's study (1996). As a matter of fact, research has shown that word recognition is slower in an L2 than in one's L1. This could be a serious problem for learners at lower proficiency levels. A context consists of a sentence which entails syntactic constraints. The operation of the syntax required to understand a sentence may obstruct learning vocabulary in context (Kroll and Curley, 1988, cited in Prince, 1996).

Prince (1996) found that translation learning is superior in terms of quantity. The finding revealed that the lower level group tended to show overreliance on translation compared to the advanced level and was unsuccessful in the development of strategy for the use of context.

Even though translation is effective in terms of quantity, particularly for learners at the early stages, a strategy to infer word meanings from context should be developed gradually (Prince, 1996). In this sense, it is not necessary to prohibit the use of L1 translation in vocabulary learning for young EFL learners. More importantly, young language learners should have an opportunity to develop a strategy to make inferences from context by providing a careful selection of context.

Academic vocabulary

The value of academic vocabulary was identified in Phase 1. The finding which emerged from Phase 1 revealed that participants attach value to vocabulary which can be described as "difficult words" or "something different from easy and plain words" as earlier mentioned. This aspect, subsequently, was closely scrutinised in Phase 2. The results of Phase 2 showed, however, there was a sharp division of opinions between those who approved and disapproved of academic vocabulary.

This result may be related to the terms BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) which delineate a

fundamental distinction between social language and academic language. Language learners acquire and expand social language skills, that is BICS, through social interaction with interlocutors and this form of language can be acquired in a year or two. Whereas academic language refers to the language for academic success and it requires five to eight years to master CALP (Cummins, 1984).

If a respondent pursues conversation skills as an English language learning goal, it is important to acquire BICS. In other words, a learner who perceives the English language as a means of communication may attach much importance to mastering conversation skills. Conversely, if a respondent strives for not only the English language itself but also content and expanding knowledge and information as a prime goal of learning, it is important to learn CALP. A learner who perceives the English language as a vehicle of success in life may regard mastering academic language as being more important than those who set a goal rooted in communication skills.

In sum, the English language learning goal or goals that each stakeholder has established may contribute to the perception of academic vocabulary.

Difficult vocabulary

The results of Phase 1 revealed that in vocabulary learning, difficulties arise from both form and meaning of the words. The excerpts below imply linguistically and semantically difficult words.

A difficult word like ‘philosopher’ comes out... (S1, Year 5, male)

Students found it difficult in level C because the vocabulary in that level becomes more difficult. The book should contain the vocabulary that primary school children can use. Students ask “What does it mean?” after they match the words with their meanings. This shows they don’t understand the meaning even in Korean. (T4, private tutor, 5 years of teaching experience)

Some anecdotes... then it has a few pages usually with a big picture on it. Four to five vocabulary words. Vocabulary groups like some of them are lexis units, like conceptually difficult maybe not necessarily lexically difficult, but it has different concepts like government, community centre, things like that came up. (T13, school teacher, 4 years of teaching experience)

Brown (2010) examined current English textbooks to discover which aspects of vocabulary knowledge are concentrated in the activities. Form and meaning were the most prominent aspects. The finding above implies that the textbooks in EFL classrooms for young learners also pay attention to these two aspects and it is natural to provoke a discussion on these two aspects in connection with difficulties in vocabulary learning.

Content and language integrated learning (CLIL) and story-based instruction seem to create difficulty in vocabulary learning. Content and language integrated learning (CLIL) has been discussed earlier in section 6.3 regarding age and cognitive level. A potential pitfall of *content and language integrated learning (CLIL) and story-based instruction* is that it may lead to loss of principal focus. Bacha et al. (2008) expressed criticism that the focus of attention in a lesson tends to be the content rather than the language itself. Too much paying attention to content rather than language endangers language learning goals.

6.6 Topics and relevance

Topics

The significance of the topic lies in two facts. From the teachers' viewpoint, various topics were thought to provide learners with opportunities to acquire a wide range of background knowledge and broaden experiences. It may be related to the aspects of information and knowledge as an outcome.

The reason why non-fiction is used in the class is to know about facts that we don't know. How the caterpillars grow and turn into butterflies? How long does it take to do that? We are curious about this fact.....We use the series x, it is more like a cartoon, but it provides knowledge or background knowledge. Both boys and girls like this. (T3, head teacher, 9 years of teaching experience)

As a matter of fact, the results of Phase 2 revealed that it is likely that young learners have a more positive expectation about gaining knowledge as an outcome of language learning than parents. For learners, interest in topics plays an important role.

Interviewee: I wish I could change this boring part into more interesting.

Interviewer: What would you put here instead?

Interviewee: I would put something about Egypt, like Mummy, kids all love it. I want to put it here. (S22, Year 2, female)

There is substantial evidence that it is vital to investigate interest in topics. Interest has attained attention with respect to learner engagement and learning outcomes. Topic interest in the study of Schiefele and Krapp (1996) refers to a 'relatively enduring evaluative orientation towards certain topics' (p.141). In other words, if a learner who has an interest in a certain topic reads an expository text which contains the topic, the reader is likely to recall the main ideas of the text regardless of his/her prior knowledge and intelligence. It suggests that topic interest is an important variable of the reading process.

A difference between groups was found regarding a variety of topics in Phase 2. The findings showed that more young learners seemed to strongly agree with a variety of topics than teachers, conversely, more teachers seemed to disagree with it than learners. Topics are regarded as important, particularly by young learners.

Relevance to life

The excerpts below showed that young learners have a negative attitude towards text regarded as irrelevant to their lives and not useful.

I don't like talking politics...which has nothing to do with us. (S20, Year 4, female)

I want something appealing to us. This is about an American story, besides it's not famous. Skateboard? I'm not interested in it because I don't ride it. The right to vote is the thing I'm not interested in because I don't vote yet. (S20, Year 4, female)

The findings indicate that texts should be relevant to a learner's daily life, experience, and culturally relevant. This finding is in line with Tomlinson (1998) who stated that 'what is being taught should be perceived by learners as relevant and useful' (p.10).

Readers make connections between their background and experience and the texts in order to construct the meaning of a text (Freeman et al, 2003; Goodman, 1996; Smith, 2006). Culturally relevant texts allow optimal conditions for readers. Research has found that there is a close connection between background and reading. Some previous studies investigated cultural relevance and reading (Herrero, 2006; Keis, 2006). Perez (2004) concluded that the crucial factor which decides

young readers' reading ability may be their background knowledge and experiences. In sum, when readers link a reading text with their lives, they have better comprehension. Thus, it is not a new concept any more.

In addition, a study on culturally relevant texts showed that culturally relevant books improved the reading engagement of English language learners (Feger, 2006). This implies a need for culturally relevant texts since engagement tends to be a strong predictor of students reading achievement (Guthrie et al., 2002).

Given the effect of culturally relevant texts on reading comprehension, engagement, and the results of both phases, this feature should be considered as an important criterion in writing or selecting texts.

The conclusion that seems to be drawn from a synthesis of learners' linguistic and cognitive levels, relevancy to life, difficulty level, and vocabulary learning as outlined above is that a desirable text should contain words of high interest to students' lives, words that represent familiar concepts, and high frequency words with repetition.

6.7 Culture in language learning

Culture and language are inseparably intertwined. The need for familiarity with the target culture in foreign language learning has drawn attention for many reasons. Liddicoat et al. (2003) claimed that language and culture interact with each other in a way that culture connects to all levels of language use and structures. Brown (2000) also emphasised the process of culture learning and stated that second language learning means learning a culture on some level. Knowing about the target language culture can increase learners' knowledge of the world, help them to understand behaviour patterns that the target language communities share, and to reflect on their own cultures. Moreover, it can promote mutual understanding and enable intercultural communication in the world (Garcia, 2005). These views stem from Hymes' (1972) conception of the significance of sociocultural knowledge and Byram's (1997) Intercultural Communicative Competence (ICC). However, a myth about culture learning was warned against, namely that culture learning cannot be achieved as an 'automatic outcome' of language instruction (Robinson-Stuart and Nocon, 1996). This misconception, shown in the term 'magic-carpet-ride-to-another-culture syndrome,' (Robinson, 1978) may exist in parents. Parents' perceptions of cultural awareness revealed that they think culture learning is one aspect of the outcomes of language learning as observed in Phase 1.

Learning languages is also learning a culture. For example, storybooks are diverse. The books are different depending on where the author comes from. I think children can encounter English expressions in storybooks. When they (children) learn a language, they learn a culture. They can learn about the culture naturally in the storybooks but not in coursebooks. (P13, has a son in Year 3)

I expect that my child will not only learn the English language but also experience culture. (P17, has a daughter in Year 2)

The analysis of results from Phase 2 indicated that parents and teachers of EFL might have a misconception about culture learning similar to that described by Robinson-Stuart and Nocon (1996). 79 parents (63.7%) and 45 teachers (57.7%) agreed; 37 parents (29.8%) and 29 teachers (37.2%) strongly agreed that textbooks should provide cultural information. None of them strongly disagreed.

These results regarding culture learning raise two questions: which culture and whose culture? As previously discussed in Chapter 2, the notion of culture is complex. Unfortunately, the results of this study do not determine which culture the respondents meant - either big 'C' culture, small 'c' culture or both. The findings might have been far more interesting if there had been opportunities to distinguish the meaning of 'culture' from the views of respondents.

Nonetheless, parents seem to regard culture learning as referring to the target culture. No evidence was found that parents and teachers consider the learners' own culture. The following excerpts show that what parents meant by culture is not learners' own culture but the target culture, exclusively American culture.

This is the advantage of American school textbooks. I'm not sure what extent the teacher gives an explanation but it is unavoidable for the teacher to talk about American culture when he/she teaches some expressions...so children can learn their culture by learning a language. (P14, has a daughter in Year 3 and a son in Year 2)

My children use many kinds of American textbooks. It seems good to experience American culture. (P18, has two daughters in Year 2 and 4)

As Byram (1997) claimed, Intercultural Communicative Competence (ICC) requires not only attitudes, knowledge and skills but also critical cultural awareness (*savoir s'engager*). In addition, all of the five *saviors* of which ICC is comprised are interdependent. In short, culture is not something that can simply be learned from a language classroom. Despite the complexity of culture, parents and teachers seem to regard culture learning as a set of knowledge which can be straightforwardly learned. Ho (2009) supported intercultural language learning where language learners recognise their own cultural aspects and otherness, in other words, it is a self-reflecting process. Intercultural language learning promotes comparison of one's own culture with the target culture. By comparing their own culture to the target culture, learners can improve their cultural knowledge and increase understanding, leading to successful communication. Conversely, without critical comparison, it is impossible to acquire Intercultural Communicative Competence (ICC). If a learner merely focuses on learning the target culture, it does not raise genuine cultural awareness.

Culture learning is one of the aims of the primary English programmes in South Korea. In reviewing the literature, the findings, however, indicated that there is a lack of understanding of culture learning in language learning among parents and teachers. A possible explanation for the results may be the lack of teachers' and parents' cultural knowledge and understanding about the complexity. No matter how much English programmes are anxious to adopt culture awareness as an educational goal, ICC cannot be achieved without knowledge of one's own culture. Hence, the primary English programmes call for more careful and practical considerations, taking into account attitudes, knowledge, skills and critical cultural awareness in order to facilitate ICC, as discussed in the literature review.

The significance of cultural awareness through looking at the learners' own culture and comparing it with the target culture needs to be emphasised in primary English education. Also, the results of the current study reveal that the three key stakeholders consider culture learning as an expected result from language learning. It would be wrong to have a vague hope, having the misconception described above, instead teachers should develop cultural knowledge in teacher training programmes, provide opportunities to look for cultural similarities and differences in the target culture, and practice techniques for presentation and methods of dealing with a textbook, leading to increased cultural knowledge in the classroom.

6.8 Written only in English

As seen in 5.2.7, there was a diversity of views on written only in English. Some parents seemed to believe that textbooks should be written only in English otherwise children may look down on the book. Other parents seemed to express the flaws of written in English only. The following is the evidence of the opposing perceptions of parents.

Book X looked fine and I bought it, but Korean language is in the book as well as on an audio tape. The book that I liked, Book Y, never contains Korean and it is never translated into Korean on an audiotape...Children looked down on Book Y. I think it is better to choose the book with no translation from the very early stage. (P5, has a child in Year 1)

My child is interested in learning with this book but I don't think she has a clear understanding of the contents because the textbook is an imported one. It is difficult to understand something like the past participle. Yesterday, she told me that she was confused with adjectives and adverbs...When this is explained, it should be done in Korean but it has only been done in English. The good thing is my child is interested in it. It's hard to understand 100% although she figures out the content. (P17, has a daughter in Year 2)

This diversity was found in Phase 2. Differences were found between students and parents as well as between students and teachers. The number of students who strongly disagreed with written in English only was much greater than among teachers. Moreover, none of the parents strongly disagreed with it.

In fact, there has been a fierce dispute over target language and L1 (first language) use in the language classroom. The primary reason for maximal use of the TL (target language) is that the classroom is the only or a major source of exposure to the target language that language learners can get and the place where an opportunity is provided to use the language, particularly in an EFL (English as a Foreign Language) context such as in South Korea (Turnbull and Arnett, 2002).

The notion of the maximal use of the TL is based on the seminal work of Krashen and Terrell (1983) concerning 'the natural approach'. The fundamental concept of the natural approach is that language acquisition occurs only when students receive comprehensible input. Hence, speech starts when learners are ready and until then

learners need to receive a great deal of communication.

On the other hand, some scholars advocate maximising use of the TL with the use of L1 positively for many reasons (Klapper, 1998; Swain and Lapkin, 2000; Turnbull, 2001; Cook, 2001; Harmer, 2007).

First of all, exclusion of L1 (the first language) may cause resentment and frustration which are affective factors hindering learning the foreign language (Klapper, 1998). Second, use of L1 can contribute to collaborative conversation among language learners and would represent effective learning when they use their L1 to promote their understanding of the task (Swain and Lapkin, 2000). Third, careful use of L1 can help convert the incoming input into intake (Turnbull, 2001). Harmer (2007) stated that when a teacher and learners share the same language as their L1 but they do not exploit it, it would be foolish to ignore the substantial benefits.

A few studies focused on the relationship between the target language and learners' motivation. MacDonald (1993) claimed that the maximal use of the TL has an impact on learners' motivation since learners can observe how the TL is used and recognise that knowledge of the TL is useful. Thus, the teacher's target language use can have a positive effect on learners' motivation. On the other hand, overreliance on L1 can cause student de-motivation.

A recent study on language use in a primary English classroom in South Korea analysed interaction between a teacher and students. The study reported that primary school children lost interest in English language learning due to exclusive use of the TL (Kang, 2008).

The findings of the current study revealed that young learners tend to have a more negative attitude towards exclusive use of the TL than parents or teachers do. As Bateman (2008) suggested, teacher educators should help teachers to build their confidence in the use of the TL and to develop their skills to anticipate learners' resistance and to deal with it.

6.9 Teacher training and support for teachers

As discussed in earlier chapters, some scholars have recognised the importance of teachers' guides and additional resources from the teachers' standpoint (McGrath, 2002; Cunningsworth, 1995; Harmer, 2007; Masuhara et al., 2008). Materials should

be not only 'child-friendly' but also 'teacher-friendly' to support and save teachers' efforts, particularly teachers who are inexperienced. This support is beneficial in two aspects: teachers' English and methodology (Arnold and Rixon, 2008, p.40). Non-native English speaking teachers or less experienced teachers might not have confidence in their English use in the classroom or in their teaching methodology.

The following excerpt is evidence of the benefit of teachers' guides for teachers' English.

Because it gives full details of teacher talk, what a teacher should say. It shows the language used in a lesson by a teacher. Some teachers who are old like in their fifties and have difficulty in speaking English seem to use a teachers' guide for that reason. It just helps teachers' language but it doesn't provide abundant activities.
(T9, school teacher, 6 years of teaching experience)

The next excerpt shows the benefit of teachers' guides accompanying a coursebook. The teacher participant clearly states 'what to teach', which is related to the syllabus, and 'ways of teaching', which is connected with methodology – 'how to teach'. This finding clearly indicates that a teachers' guide with a coursebook is valuable since it provides not only the syllabus but also the methodology from the teachers' point of view.

It is very systematic. It shows what to teach. I learn new ways of teaching while I teach. 'Wow, this content can be taught in this way!' I've experienced that students improve their English although the book was a little higher than their (linguistic) level when I followed the teachers' guide. (T16, language teacher at language institute, 5.5 years of teaching experience)

Meanwhile, the results from interview data regarding coursebooks raise two questions: Do teachers regard a coursebook as a syllabus? Then, what type of syllabus on the continuum is a coursebook considered to be? As previously discussed in Chapter 2, any syllabus is on the continuum, synthetic on one end and analytic on the other end. The following excerpts show that coursebooks are more likely to be synthetic rather than analytic according to the views of teachers. Only the sixth excerpt below is inclined towards an analytic syllabus.

It's essential to use the language accommodating to the situational contexts.

Coursebooks are the best to do so. In such such case talk like this, in such such case ask like this...that sort of thing. (T2, head teacher, 9 years of teaching experience)

Unlike the book X, the book Y contains conversation, target vocabulary, practice controlled by those words in one unit. (T4, private tutor, 5 years of teaching experience)

Coursebooks contain grammatical things. With a substitution drill, it enables to apply it according to the situation using the pattern. This will help grammar learning at later stage. (T5, private tutor, 8 years of teaching experience)

Cousebooks can lead the contents which are already set step by step. (T10, head teacher, over 10 years of teaching experience)

In the case of the book X (coursebook), ... once verbs appear, then present progressive, step by step, expressions that can be used in daily life, and grammatical points... (T16, language teacher at a language institute, 5.5 years of teaching experience)

The topics in the dialogues are given like way-finding, direction. One unit has four lessons which determines the topics, students learn the dialogue matching with the topic, do many activities...Children don't recognize it as a grammar lesson but each unit is comprised of grammar. (T7, language teacher at a language institute, 2 years of teaching)

The difference between trained or untrained teachers in relation to the teachers' perception of saving preparation time is noteworthy. The teachers who had not had training in textbook evaluation tended to agree more that textbooks should save preparation time by providing ready-made materials than those who have had such training. Although the relationship was fairly weak, further research is needed to test this in order to more fully understand the reasons. Another reason for the need of useful aids could be explained by the pressure of time constraints. According to Bell and Gower (1998), teachers tend to 'naturally want an easy life' since they are so busy. What teachers want is a resource requiring not too much preparation (p.126).

Given the need to support teachers, publishers should strive for well-written teachers' guides and provide extra support. Although most teachers' guides and

extra support still rely on the written form, nowadays the types of extra support have become more diverse with rapid technological advances. Guides in the forms of audio, video, CD-Rom, and online information are available in the market (Arnold and Rixon, 2008).

Unfortunately, however, there are some downsides to teachers' guides. If publishers aim to meet the needs of less-experienced or less-prepared teachers, there is the likelihood of the materials only providing what is easy to do rather than encouraging teachers to be creative and to be challenged (Arnold and Rixon, 2008). This support can be accused of leveling standards down to suit the needs of less able teachers.

6.10 Other interesting issues

The next three issues are interesting enough to discuss however little was found in relevant literature. Although they may not seem to be connected with each other, they are worthwhile mentioning because they are too good to miss.

Additional materials

The results which emerged from Phase 1 showed the importance of supplements such as workbooks, and other additional materials. This aspect was closely scrutinised in Phase 2 through comparison of rank order among three types of additional materials: audio CDs, online learning, and CD ROM containing games. Interestingly, differences were found between the groups. It appeared that young learners and teachers perceived online learning as the most important among these three, while parents considered audio CDs as the most important. One probable explanation for the parents' perception could be their own learning experience since audio tapes or CDs were the only materials available when they learned foreign languages and online learning has been developing more recently. Belief can be constructed through a series of experiences and once belief is formed it is hard to be changed. In sum, the perceptions of learners and teachers seemed to be reflective of current teaching and parents' perception seemed to mirror the times in which they had studied.

The use of CD ROM or web-based learning has been growing in the past decade or more since the advent of computers and the Internet. It is common that recent language courses provide such materials to support teachers and learners. Needless to say, such materials provide enormous resources for learners, however, they have potential drawbacks. Arnold and Rixon (2008) pinpointed that those

materials tend to offer matching tasks and instant feedback on small items because this type of work is what computers carry out easily. A potential drawback arises from a tendency to be regressive going backwards to repetition and Behaviourism. Arnold and Rixon (2008) suggested that activities based on Behaviourism can be produced when programme designers are not teaching experts or lack knowledge of language teaching. Therefore, it is crucial that a collaborative work process between language teaching experts and programme designers is instituted.

Design and Layout

The results of both phases regarding layout confirm the suggested criteria of McGrath (2002), Cunningsworth (1995), and Harmer (2007). It is useful to note that young learners are sensitive to design and layout. The following excerpts are evidence.

Letters are a little small. When I first saw it, I thought this book would be difficult.
(S21, Year 2, female)

I don't like the colour (of the letters). It's too dark. My eyes hurt. (S22, Year 2, female)

It presents details very well. In the title of a unit, each unit has a sub headline. There are sections like A,B,C, D....Here are section A, B, C and as you see this is a sub headline in the next page. (S9, Year 5, male)

The quality of paper...when I touch the paper, I predict whether the book is interesting or boring. (S20, Year 4, female)

Note that layout was regarded as the most important in the elements of design and layout by all groups – students, teachers and parents.

Imported textbooks: ineffective for preparation for exams

As seen in Theme 8 in section 4.2.9, there was substantial evidence concerning the considerable advantages of imported textbooks that supports previous research (Dat, 2008; Zacharias, 2005). Despite the obvious advantages of imported textbooks, the participants of the current study rarely coincided in their opinions on their superiority. The only aspect regarding imported textbooks remaining in common was that it is not considered that imported textbooks better prepare for secondary school

and university exams than local textbooks.

This result might be due to the pressure from the standards of the national curriculum and standardised tests in South Korea. Similarly, although primary teachers acknowledged the virtue of children's literature in teaching children, they disclosed that they did not use it very often. One of the reasons for holding back was that they did not know where to find those books which meet the curriculum and conform to learning objectives that will be assessed on the high-stakes test (Williams and Bauer, 2006).

In fact, test score is a matter of concern to both teachers and parents. Teachers divulged that they adhered to a preset curriculum since it gives a sense of security. They were afraid that they must convince parents whether their children achieved the standard or fail to provide clear evidence (Williams and Bauer, 2006).

In a similar vein, despite the virtue of imported textbooks, one fatal flaw has appeared in those books concerning the pressure from the standards set by the syllabus and test scores in an EFL context where the grades and exams are considered as important. The following excerpts are evidence.

The focus of local textbook and of imported textbook is so different. Local textbooks focus on tests, so they include grammar rules. They are good for shaping grammatical knowledge. (T11, head teacher, over ten years of teaching experience)

What students are faced are tests when they go to secondary schools. Careful preparation for the exams is important. (T5, private tutor, 8 years of teaching experience)

Chapter 7 Concluding remarks

In response to the educational policy of early English education and the great interest in teaching young learners English in South Korea, the number of ELT textbooks for young learners has increased remarkably. The purpose of the present study was to answer the following research questions.

RQ 1: What are the perceptions of EFL textbooks of teachers, parents and young learners?

In what respects are their perceptions similar or different and how significant are these similarities and differences?

RQ 2: What can be learned from this about the characteristics of good EFL textbooks for young learners?

This study aimed to explore teachers', parents' and young learners' perceptions of textbooks for young EFL learners. This study was designed to not only provide some insight into perceptions about textbooks for young EFL learners, but also identify the similarities and differences between the stakeholders of primary English education: young learners, parents and teachers. Phase 1 was to explore teachers' beliefs about the use of books and investigate young learners' and parents' perceptions of books used in English language learning. Semi-structured interviews with 58 participants identified the dimensions of the perspectives of EFL textbooks for young learners. The results revealed 34 categories and nine themes were evident. Questionnaires formulated on the basis of the results from Phase 1 were distributed to 325 participants. Significant findings concerning the perceptions of textbooks for young learners in EFL were obtained.

The mixed method approach enabled fuller insight to be gained into the stakeholders' perceptions of textbooks. The qualitative analysis generated initial findings concerning many features of textbooks. The analysis of quantitative data revealed similarities and differences and also revealed the range of diversity in opinions. Thus, the outcomes from the mixed method approach allowed more robust findings to emerge from the different data sources.

This chapter presents a summary of the main findings associated with the research questions. A number of implications and suggestions for future research are made.

7.1 Summary of findings

This section presents a summary of the main findings associated with the three groups of participants: young learners, parents, and teachers.

RQ 1: What are the perceptions of EFL textbooks of teachers, parents and young learners? In what respects are their perceptions similar or different and how significant are these similarities and differences?

Not surprisingly, for all groups, language learning was regarded as the most important aspect of English language learning materials. In addition to language learning, there was great anticipation of non-language outcomes which were looked for as distinctive features of good textbooks for young language learners. The non-language outcomes that are expected from language materials involve information and knowledge, culture learning, and a sense of achievement. Information and knowledge, above all, were considered highly by all three groups.

Variety is endorsed by the three groups in three aspects: topics; activities; and genre. The three groups are in favour of fun and interesting stories, and attractive pictures and illustrations. The main elements of storybooks include storyline, pictures and characters in the story. Above all, a good storyline is the most important element pertaining to stories in the opinion of all three groups. The three groups also advocate texts and topics which are relevant to learners' daily life, and tasks and activities which give opportunities to express learners' opinions or thoughts, however, the inclusion of difficult vocabulary is resisted by most of the respondents from the three groups.

Although the three parties reached consensus on many aspects, dissonance between the three participant groups over some issues remained; particularly the use of L1 and the target language seemed to be controversial. Young language learners appear to have a positive attitude towards presenting word meanings in L1 (the first language), while teachers and parents tend to have a more negative attitude. The three groups hold divergent opinions on the issue of written only in English.

A synthesis of the perceptions of EFL textbooks for young language learners from each group is as follows:

Young learners

The significance of information and knowledge is especially important to young learners. They are interested to learn new information and to find out things they did not know before. Only one difference between boys and girls was found, which was that girls tended to more strongly agree than boys with the value of information and knowledge.

With regard to cognitive level, young learners seem to distinguish what is meaningful to be learned from what is meaningless. Young learners appear to perceive activities which give opportunities to express their opinions as meaningful. On the contrary, dreary tasks or activities not demanding cognitive skills are viewed as meaningless by both male and female young learners

Topics are regarded as important by young learners, in fact, they are likely to have a negative attitude towards text regarded as irrelevant to their lives and not useful. Although variety of topics, activities, and genre is endorsed by the three groups, young learners seem to more strongly endorse variety than teachers.

With reference to the linguistic aspect, some young learners can be intimidated by long texts while others feel dissatisfied and want even longer texts. It shows that if the length of the texts does not match with what learners want, it can have a negative effect. Young language learners appear to have a positive attitude towards presenting word meanings in L1 (the first language), unlike parents and teachers. Unfortunately, young learners may feel frustrated by the exclusion of L1 (the first language).

As noted, a good storyline seems to be the most important element pertaining to stories. Young learners interact closely with these elements and can develop sensitivity to them. The findings show that young learners are likely to be affected by a story about friendship. Among the additional materials, young learners seem to perceive online learning as the most important.

Parents

Parents seem to expect not only language learning but also non-language outcomes. In language learning, 'everyday English' focusing on oral/aural skills is likely to be a major concern. With regard to the meaning of vocabulary in L1, parents tend to have a more negative attitude than children. Parents seem to advocate the maximal use

of the target language. Perhaps parents consider that the process of looking up words in a dictionary is well worth the effort.

As for non-language outcomes, parents link language to culture learning. When it comes to culture, parents seem to regard culture learning as knowledge which can be straightforwardly learned. This misconception of culture as an 'automatic outcome' of language instruction exists in parents. Parents seem to regard culture learning as referring to the target culture, excluding the learners' own culture.

Some parents seem to believe that textbooks should be written only in English while other parents express dissenting opinions. Some parents seem to think that children may look down on the book if textbooks are not written only in English. This whole notion could relate to the notion of maximal use of the TL (target language). In contrast, other parents do not welcome textbooks written only in English maybe because in this case parents do not find it easy to help their children's learning at home.

Neither parents nor teachers consider that imported textbooks better prepare for secondary school and university exams than local textbooks. This perception of parents may be in connection with their desire for an immediate impact on language learning.

Unlike pupils and teachers, parents are likely to regard audio CDs as the most important among the additional materials. Parents' preference for audio CDs might be due to accessibility and familiarity. From the view of parents, online learning enables parents to check or monitor children's learning. In a similar vein, parents regard a workbook as a means of checking children's progress and what they are learning.

Teachers

Everyday English, grammar and vocabulary were often commented on by teachers. 'Everyday English' was the term the respondents used to refer to 'conversational dialogue', 'situational language'. Teachers expressed a preference for standard NS language based on US/UK norms. The findings imply that teachers in the Expanding Circle where English is learned as a foreign language may be delimited by the Global English paradigm which supports a unitary model based on NS norms with striving for the goal to be 'nativelike' as discussed in Chapter 2.

Both teachers and parents evidently consider that texts should be appropriate for the learners' linguistic level. Teachers have a preconception that young language learners prefer short sentences. However, this is not always true. As noted, some young learners express dissatisfaction over sentence and text length.

Teachers tend to strongly agree that thematic content should be appropriate for learners' ages and cognitive level. An imbalance between age level and cognitive demand in textbook contents seems to create a problem in two alternative cases. In the case of a learner who is at a low level linguistically but in an upper grade, the contents in a book may be too easy intellectually but not linguistically. Perhaps the underestimation of learners' ability might affect children's disengagement. On the other hand, in the case of a learner who is at a relatively high level linguistically but not cognitively, he or she may often struggle with texts which are above his/her ability. This problem of imbalance between age level and cognitive demand in textbook contents was frequently mentioned by teachers.

Teachers support variety in topics, activities, and genre. From the teachers' viewpoint, various topics can provide learners with opportunities to acquire a wide range of background knowledge and broaden experiences.

The fundamental requirement of teachers is an accompanying teachers' guide and other extras from the publishing company in order to help them save preparation time. With reference to a teachers' guide to a coursebook, it not only provides a syllabus and a methodology but it is also a resource for the teachers' English. Untrained teachers are inclined to get ready-made materials in order to save preparation time. Teachers consider that coursebooks are more likely to be synthetic rather than analytic. In other words, teachers' view of the content of coursebooks is discrete and the items can be taught separately and step-by-step rather than communicative purposes although a few teachers commented on topics and themes of the texts.

Similar to parents, teachers tend to have a more negative attitude towards meaning of vocabulary in L1 than children. Teachers want to pursue the maximal use of the target language and to seek vocabulary learning as an incidental add-on, since learning vocabulary in context is generally perceived by teachers as beneficial. On the other hand, there was a diversity of views on 'written only in English'. However,

the number of students who strongly disagreed with written in English only was much greater than among teachers. It shows that teachers tend to have a more positive attitude toward written only in English than students.

Teachers do not consider that imported textbooks better prepare for secondary school and university exams than local textbooks. Despite the virtues of imported textbooks such as linguistic accuracy, a serious defect in imported textbooks might result from the pressure from the standards set by the syllabus and test scores in an EFL context which are more adequately covered in local textbooks. This perception of teachers may be in connection with their desire for an immediate impact on language learning.

Teachers, similar to young learners, seem to perceive online learning as the most important among the additional materials. From the view of teachers, online learning enables learners to review what they have learned.

In sum, what is most revealing about the findings is that although the groups may reach a consensus regarding one issue, the underlying reason can be either similar or different. More importantly, all the views from the young language learner participants not only prove that children have their own clear views on their learning but also confirm that it is worth listening to what pupils say as discussed in Chapter 2. In addition, the perceptions from each group are influenced by different factors: Teachers' views show that they are influenced by language learning theory, for example, the use of L1 and the target language, and the pressure from tests; Parents are influenced in their views by their wish to help their children and to monitor their learning. Young learners can have some different views from the other two groups and since they are the actual learners, perhaps their views should be listened to most of all. This seems an eminently sensible.

RQ 2: What can be learned from this about the characteristics of good EFL textbooks for young learners?

It is encouraging that more consensus has been identified than dissonance among the three groups.

The study reveals that the important features of good textbooks for young learners from the users' standpoint may be different from the assumptions of material

developers. Also, many of the features found in this study only pertain to materials for young learners and are not applicable to materials for adults. As noted, textbooks for young language learners cover non-language outcomes such as information and knowledge, culture learning as well as language learning such as communicative skills. It has been an interesting surprise to find the difference between boys and girls regarding information and knowledge. This shows that the actual perceptions of the users may be different from the assumptions of material developers. Certainly that there should be more informative/knowledge-based material in the textbook carefully selected because there is evidence of its appeal to both sexes. Considering the gender difference, it would be useful if there was an investigation into the types of information and knowledge that interest children.

Information and knowledge is often provided in CLIL (Content and Language Integrated Learning). When disciplinary content is integrated with language learning, difficulty in vocabulary learning may occur. Therefore, the developers need to take every precaution to cater appropriately for language adjustment, text length, learners' cognitive level, and interest. It is reasonable to consider linguistic level and cognitive level. Nonetheless, the imbalance between learners' linguistic level and cognitive level is complex and serious; the problems are that the content of a textbook may underrate young learners' ability or the content of the textbook may treat children as adults.

If tasks and activities are cognitively engaging, they will stimulate the cognitive ability to develop thinking skills and to learn how to express personal opinions, reflecting the ongoing learning in the learners' own lives. When planning a task or activities in classroom practice, teachers should consider what types of tasks would be cognitively challenging and purposeful for learners. Hence, it is the teachers' responsibility to help to develop learners' thinking skills and provide opportunities for them to express their opinions, using the textbook as a stimulus.

In terms of length of texts, teachers and material writers need to be aware that a long text may satisfy some young learners and clearly young learners need exposure to longer texts or longer discourse.

Topics are highly important to young language learners. An important practical implication is that topics which are relevant to learners' daily life and culturally relevant may improve learners' reading engagement, generate their interest, and

consequently lead to reading achievement. It would be worthwhile to investigate the topics that interest primary school children.

Storybooks are prevalent in children's language classrooms, and this study reinforces the fact that the elements in storybooks are important. Characters and pictures engage young readers, but an engaging storyline is the most important factor. Stories can provide longer text than coursebooks. It should be noted that length and linguistic level need to be considered carefully in story-based instruction.

As cultural awareness is an expected outcome of language learning, it is necessary to pay attention to culture learning. However, the complexity of culture learning and the fact that cultural messages could be conveyed in all kinds of ways by textbook are recognised. Teacher training programmes could help to dispel a misconception about culture as an automatic outcome of language learning. Byram's model of five savors is helpful but these competences have to be sensitively mediated by teachers to learners. Comparisons with the learners' own culture and understanding of the target culture should be carefully provided in the classroom since this is the only way to build genuine cultural awareness, and to do so takes time.

The findings of the study do not support strong recommendations to prohibit the use of L1 translation in vocabulary learning for young language learners. It is known that translation is effective in terms of quantity of vocabulary, however, developing a strategy to make inferences from context needs to be done gradually. The textbook might employ a dual strategy to achieve these two goals. Meaning of vocabulary might be presented in bilingual, both L1 and TL and a few vocabulary carefully selected beforehand can provide the opportunities to make inferences meaning from context.

7.2 Recommendations for practice and teacher education

Taken together, this study provides insight into a comprehensive view of textbooks for young language learners, therefore, this information can be used in textbook development and textbook evaluation. Hence, there is a definite need for a retrospective evaluation during or after using a textbook. Learners and parents should be encouraged to be involved in such an evaluation. In doing so, it will satisfy the parents' aspiration to participate in their children's education and develop a partnership between school and home.

This study demonstrates that young language learners have their own clear views on their learning and they have the capability to express what they think. Also, it testifies that primary school children have the capability for participation. I very much enjoyed hearing the views of children and understand the importance of listening to children's voices regarding their language learning experience. Children's participation in textbook evaluation is a worthwhile means towards improving children's language education.

With reference to additional materials, publishers or material developers need to consider putting more effort into making a workbook and producing online learning materials. Workbooks need to not only support and supplement teachers' lesson preparation, but also be easy for parents to see what children are learning to check their progress. If a workbook meets both functions, it will probably satisfy both teachers and parents.

Online learning is perceived as the most important addition to a textbook, which is not surprising since the use of web-based learning is increasingly widespread. Teachers and material developers could be encouraged to ensure that online learning material is included but online learning tasks based on simple repetition and behaviouristic exercises should be avoided.

Concerning the differences between trained and untrained teachers in relation to teachers' perceptions of textbooks, what sorts of training can teacher education provide to help teachers of young language learners? Training in textbook evaluation can play an important role. Teacher training programmes could provide holistic understanding of the characteristics of a good EFL textbook, include training in the use of textbooks in the classroom, and promote awareness of retrospective evaluation in teaching practice. As noted earlier, teachers also need to be prepared to build their confidence in the use of the TL (target language) and to develop their skills to anticipate learners' resistance to this.

It would be helpful for teachers to be aware that there could be mismatches between teachers' and learners' or parents' perceptions. In an endeavour to improve communication between stakeholders, pre-service and in-service teachers need to pay attention to mismatches. This in turn, supports young language learners in their future learning experience.

7.3 Recommendations for further research

Firstly, a larger study would allow generalizations that might enable more patterns to be identified. The inclusion of a larger number of respondents would incorporate different areas to be investigated. It might be possible to explore relationships between gender difference, and the relationship between teacher training and teachers' perceptions.

Furthermore, examining how teachers, parents and young learners evaluate the same textbooks may reveal additional information that promotes coherence among the important features of textbooks.

Thirdly, future research should explore further relationships between children's school years and their parents' perceptions. Correlation between children's school years and parents' perception was found on a few items: overall language learning, difficult vocabulary, difficult exercises, content of the workbook, variety of topics, moral lessons. Parents who have a child in a higher school year tend to agree with the statements on the questionnaire. The limited understanding of the relationship between the child's school year and parents' perception deserves future research to shed light on this phenomenon. In future studies, if the dyads of primary school students and their parents are involved, the comparison of these two groups may explain the relationships highlighted in this study.

Fourth, studies on beliefs and practice often employ observation. Participant observation in future research could help understanding teachers' beliefs which can be translated into their practice.

7.4 Limitations

The results of the present study should be interpreted with some caution, due to some methodological limitations. The first limitation of the study flows from the characteristics of the sample.

First, the respondents in Phase 2 were not a random sample; consequently, the results may differ in some ways from what would have been gathered from a purely random sample.

Second, data collection for Phase 2 was selected from three areas in Seoul. Participants in this study were somewhat homogenous. Those three areas in Seoul

are recognized as the pivot of private education. Although purposive sampling satisfied specific needs for the purposes of this research, the generalization of the findings is unachievable since the sample is not considered as representative of a whole population.

This calls for future quantitative research in a larger sample both inside and outside of an urban area including a rural area. Depending on situational factors the findings may differ in different EFL countries.

7.5 Concluding remarks

The positive contribution of this study is threefold. First, this study provides insight into a comprehensive view of textbooks for young learners in primary EFL education. The literature on ELT textbooks has previously primarily consisted of adult coursebooks and coursebook evaluation. This study expands the literature on material development and evaluation by identifying the consensus on good characteristics of EFL textbooks for young learners. Particularly, this study is all the more meaningful in that the features of textbooks emerged from the actual users. Many aspects of the characteristics of good EFL textbooks would underpin useful and relevant guidelines in textbook development and evaluation. It is considered that the features of textbooks for young learners found in the current study fit the EFL situation. In addition, the findings not only confirmed some universal features such as age, linguistic level, design and layout, but also took research in the field a step further, identifying other features which were not mentioned in previous literature.

Second, it helps researchers and educators in the field understand three important stakeholders by looking at similarities and differences. Such differences may represent potential problems, leading to dissatisfaction and disturbing partnerships. Understanding each stakeholder's views is a starting point for building partnership. The present investigation represents a first step through that door.

Third, this study shows that primary school children have clear ideas about their textbooks and their learning. When given the opportunity to express their opinions, young learners can productively respond. Teachers, administrators, parents and policy makers should recognize that young learners have the ability to articulate their learning experience and what makes good textbooks that work best to facilitate their language learning. They must give young learners the opportunity to voice their

opinions and respect them in order to improve the learning environment.

In sum, there are big questions that we should ask ourselves. Do we want to sit and watch while teachers, parents and learners are swept away by a flood of books? Do we think they accept given books unconditionally? Do we lose our minds in the development of new materials or theories instead of learners? It is absolutely essential to reflect on what was long taken for granted.

What I have learned from this study is the need to appreciate the different perceptions held by all the stakeholders in primary English education in EFL. Also, I realise that young language learners have valid contributions to make. Before we keep developing new materials for young learners, it is essential to go back to the basics – paying attention to the key stakeholders, investigating what they value, and what are the issues around textbooks. It was exciting to explore the richness and complexity of the perceptions from the three parties. Working with young learners during this study was an amazing experience to see that young language learners had various ideas and had a capability to express them. Given Korean parents' high interest in and expenses on children's English education, building a partnership and communication with them are requirements. An endeavour to create a partnership should be continued by further discussion on the perspectives of teachers, parents and young learners.

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Appendix A Previous studies on beliefs/perspectives

Researchers	Topics	ELT/ General education	Teacher /Learner
Richards et al. (2001)	Beliefs about language teaching and learning	ELT	Teacher
Bell (2005)	Effective teaching behavior and attitudes	ELT	Teacher
Hiep (2007)	Beliefs and values about CLT	ELT	Teacher
Farrell and Lim (2005)	Beliefs on grammar teaching and practice	ELT	Teacher
Lee (2009)	Mismatches between teachers' beliefs and written practice	ELT	Teacher
Lee and Bathmaker (2007)	Use of English textbook for vocational students	ELT	Teacher
Zacharias (2005)	Beliefs about internationally-published materials	ELT	Teacher
Brown (2009)	Comparison of students' and teachers' perceptions of effective foreign language teaching	ELT	Teacher and Learner
Davis (2003)	Beliefs regarding aspects of language learning	ELT	Teacher and Learner
Peacock (1999)	Beliefs about language learning and the relationship to proficiency	ELT	Teacher and Learner
Peacock (1998)	Gap between teachers' and learners' beliefs about useful activities for EFL	ELT	Teacher and Learner
Hawkey (2006)	Perceptions of language learning activity	ELT	Teacher and Learner
Murphy et al. (2004)	Beliefs about good teacher and good teaching	General	Teacher and Learner
McGrath (2006)	Teachers' and learners' images for coursebooks	ELT	Teacher and Learner

Appendix B Interview guide

For teachers/head teachers

1. Demographic information on teachers/head teacher

Name

Name of school/institute

2. Teaching experience of the teachers/head teacher

Total experience in teaching/working

Number of years in current school/institute

Educational qualification(s)

3. Student profile

Age, grade, language proficiency

4. Textbooks

What type of textbooks do you use in your class?

Role/ purpose of each book

Strengths and weaknesses/limitations of each book

5. Other issues

For parents

1. Demographic information on parents

Number of children

Age and gender of child(ren)

Age group of parents

2. Language learning experience of child/children

Language institute, after school activities, attending a programme in school/language institute, etc.

How long is your child learning English?

3. Textbooks

What kinds of textbooks are used in your child's language class?

Among the textbooks used in a current class, what is the best textbook? Why?

What is your least favorite textbook? Why?

If you have to choose only one textbook what would you choose?

4. Change

Recommendations for the improvement of English textbooks

5. Other issues

For young learners

1. Demographic information on learners

Age, grade, name of school/institute

2. Language learning experience of child/children

How long have you been studying English?

Do you ever go to private English education? Do you participate in any after school activities?

3. Textbooks

How many textbooks are used in your language class?

Among the textbooks used in your current class what is the best textbook? Why?

What is your least favorite textbook? Why?

If you have to choose only one textbook to learn English what would you choose?

Why did you give _____ (a) sticker(s) for this book?

4. Change

What would you change if you could add to or modify textbooks?

If you had a power to change anything about this book, what would you do?

Information Leaflet

English textbooks in my classroom

If you agree to help, I will ask you to:

Think of your English textbooks in the class.

Think of your learning experience when you study English with those textbooks at home, language institute or school.



Make a list of books you use for English language learning on the paper.

Put stickers to show how much you like those books.



Tell me about your favorite textbook and least favorite book.

Tell me how you feel about studying English using those books.



I may audiotape while I ask you questions.

Appendix D Activity to mediate discussion with children

Name: _____ Age: _____
School: _____ Year: _____
English learning experience: _____
Length of English language learning: _____

Make a list of the books you use for English language learning. Then put stickers to indicate the extent you like 1 to 5.

	Title	Sticker(s)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Appendix E An example of activity with children

S7

이름: _____

나이: _____








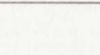














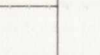







학교: _____

학년: 3학년

영어교육경험: _____

영어교육 기간: _____

영어공부 할 때 사용하는 여러 가지 책을 나열해보고 좋아하는 정도를 스티커를 1-5개까지 붙여 표현해 보세요.

	책 제목	스티커
1	Sammy THE SEAL Reader	    
2	Write Spot Story	  
3	Winnie the Whiter picturebook	    
4	Dog. picturebook	    
5	Reading Skills F	    
6	LET'S GO Coursebook	  
7	Let's Go 2 Workbook	   
8		

Appendix F Child consent form

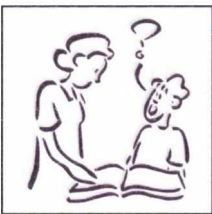
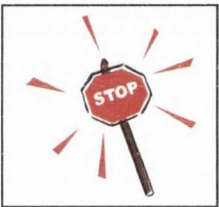
Children's English textbooks in my classroom



My name is Jooyoung Lee and I am a doctoral student at Queen's University Belfast in the United Kingdom. I am inviting you to participate in a research study. I am trying to learn about how children like you feel about children's English textbooks and what you learn from the textbooks.

I will not tell anyone else the things you tell me about this topic and no names will be used in the report. No one at the school and family will know about any of information that you tell me. If you help me with this study, I will learn important ways to help other children like you.

Please talk with your parents before you decide whether or not to help. If your parents give permission for you to take part in this study, you can be in the study. Even though your parent said 'yes,' you can still decide 'yes' or 'no.' Also, even though you agree to be in the study and If you want to stop being in the study, you can stop at any time.



You can ask any question about the study. If you have a question later that you don't think of now, you may phone me at [contact number to be inserted] or ask me next time.

Signing your name on the next page means that you agree to be in this study. You will be given a copy of this form after you have signed it.

Thank you.

Jooyoung Lee
Mobile: 010-9318-7843
Email: jenny0201@gmail.com

Child Consent Form

Please draw a circle around the choice that you would like below.

I **would like** to take part in this study of Children's English textbook.

I **would NOT like** to take part in this study of Children's English textbook.



Printed Name of Child

Date

Please note that this letter and consent form will be translated into Korean.

Appendix G Teacher informed consent

Children's English Textbooks in Primary English Classroom

3 January, 2011

Dear Teacher,

I am Jooyoung Lee, a doctoral student in the School of Education at Queen's University Belfast in Northern Ireland. I am conducting research on children's English textbooks in primary English programmes. I invite you to participate in this research. This study will meet the requirements of the Research Ethics Committee of Queen's University Belfast.

The objective of the study is:

- To investigate the perceptions and attitudes towards children's English textbooks from pupils, parents, teachers and principals in primary education

The study will consist of the following activities:

1. You (Teacher) will be invited to be interviewed about your perceptions of and beliefs about children's English textbooks in primary English education.
2. It may be audiotaped during an interview.

There are no foreseeable risks to participating in the study. Interviews will be carried out in a sensitive manner. Confidentiality and anonymity will be a feature of agreements with all participants. No one at the school will have access to any of information collected. All data will be stored at the researcher's office in a locked file cabinet and a password-protected laptop which are accessible only to the researcher. Data will be ultimately destroyed.

A summary of result will be made available to all interested participants when the research is finished.

Participation in the study is entirely voluntary. If a participant agrees to participate, he or she is free to withdraw participation at any time without penalty.

Should you have any questions about the study, please feel free to contact

Jooyoung Lee

contact number: [inserted]

email: [inserted]

Sincerely,

Jooyoung Lee

Researcher

School of Education

Queen's University Belfast

Teacher Consent Form

Please indicate whether or not you agree to participate in this study by checking the statements below and signing your name.

☐ I agree to take part in this study of children’s English textbooks

I have read the Study Information Statement explaining the purposes of the research and understand that:

- The participation is voluntary
- The participant may withdraw his or her participation at any time without penalty
- All information will be treated as confidential
- Interviews will be audiotaped
- A report of the findings will be made available to interested participants and school

Sign both copies and keep one (blue slip) for your records.

Participant’s signature

Printed Name (participant)

Researcher’s signature

Printed Name (researcher)

Date

Would you like to know the results of this study?

☐ Yes, I am interested in the results of this study. My mailing address and contact number are below (optional).

Address:

Contact number:

Email:

Appendix H Parent informed consent

Children's English Textbooks in Primary English Classroom

3 January, 2011

Dear Teacher,

I am Jooyoung Lee, a doctoral student in the School of Education at Queen's University Belfast in Northern Ireland. I am conducting research on children's English textbooks in primary English programmes. I invite you to participate in this research. This study will meet the requirements of the Research Ethics Committee of Queen's University Belfast.

The objective of the study is:

- To investigate the perceptions and attitudes towards children's English textbooks from pupils, parents, teachers and principals in primary education

The study will consist of the following activities:

1. You (Parent/guardian) will be invited to be interviewed in a small group or 1:1 about your perceptions of and beliefs about children's English textbooks in primary English education.
2. It may be audiotaped during an interview.

There are no foreseeable risks to participating in the study. Interviews will be carried out in a sensitive manner. Confidentiality and anonymity will be a feature of agreements with all participants. No one at the school will have access to any of information collected. All data will be stored at the researcher's office in a locked file cabinet and a password-protected laptop which are accessible only to the researcher. Data will be ultimately destroyed.

A summary of result will be made available to all interested participants when the research is finished.

Participation in the study is entirely voluntary. If you agree to participate, you are free to withdraw participation at any time without penalty.

Should you have any questions about the study, please feel free to contact

Jooyoung Lee
contact number: [inserted]
email: [inserted]

Sincerely,

Jooyoung Lee
Researcher
School of Education
Queen's University Belfast

.....

Parent/Guardian Consent Form

Please indicate whether or not you agree to participate in this study by checking the statements below and signing your name.

☐ I agree to take part in this study of children's English textbooks

I have read the Study Information Statement explaining the purposes of the research and understand that:

- The participation is voluntary
- The participant may withdraw his or her participation at any time without penalty
- All information will be treated as confidential
- Interviews will be audiotaped
- A report of the findings will be made available to interested participants and school

Sign both copies and keep one (pink slip) for your records.

Participant's signature

Printed Name (participant)

Researcher's signature

Printed Name (researcher)

Date

Would you like to know the results of this study?

☐ Yes, I am interested in the results of this study. My mailing address and contact number are below (optional).

Address:

Contact number:

Email:

Appendix I Informed Consent: Parent/Guardian Permission Letter

Children's English Textbooks in Primary English Classroom

3 January, 2011

Dear Parent or Guardian,

I am Jooyoung Lee, a doctoral student in the School of Education at Queen's University Belfast in Northern Ireland. I am conducting research on children's English textbooks in primary English programmes. I request permission for your child to participate. This study will meet the requirements of the Research Ethics Committee of Queen's University Belfast.

The objective of the study is:

- To investigate the perceptions and attitudes towards children's English textbook from pupils, parents, teachers and principals in primary English education

The study will consist of the following activities:

3. Your child will be invited to complete a chart to show his/her preference for textbooks
4. Your child will be invited to be interviewed about experience in learning English with textbooks. The interviews may include (a) answering questions about what kind of textbooks your child has used while in the English class; (b) describing your child feeling about studying English using those books; (c) explaining the reasons for/against those textbooks.
5. Interviews will be audiotaped.

The project will be explained in terms that your child can understand, and your child will participate only if he or she is willing to do so.

There are no foreseeable risks to participating in the study. Interviews will be carried out in a sensitive manner. No names will be used in any report so all participants will

be anonymous. No one at the school will have access to any of information collected. All data will be stored at the researcher's office in a locked file cabinet and a password-protected laptop which are accessible only to the researcher. Data will be ultimately destroyed.

A summary of result will be made available to all interested participants when the research is finished.

Participation in the study is entirely voluntary. Your decision whether or not to allow your child to participate will not affect the services normally provided to your child by school. Your child's participation in this study will not lead to the loss of any benefits to which he or she is otherwise entitled. Even if you give your permission for your child to participate, your child is free to refuse to participate. If your child agrees to participate, he or she is free to end participation at any time.

Should you have any questions about the study, please feel free to contact

Jooyoung Lee

Address: [inserted]

Contact number: [inserted]

Email: [inserted]

Please give your permission by signing the enclosed consent form (pink slip) and having your child return it to his or her homeroom teacher.

Keep this letter after completing.

Sincerely,

Jooyoung Lee

Researcher

School of Education

Queen's University Belfast

Please note that this letter and consent form will be translated into Korean.

Parental Informed Consent Form

Please indicate whether or not you wish to allow your child to participate in the study by checking one of the statements below. Sign both copies and keep one (pink slip) for your records.

☐ I **do grant permission** for my child to participate in this study of children's English textbooks.

☐ I **do NOT grant permission** for my child to participate in this study of children's English textbooks.

Signature of Parent/Guardian

Printed Parent/Guardian Name

Printed Name of Child

Date























































Would you like to know the results of this study?

















































☐ *Yes, I am interested in the results of this study. My mailing address and contact number are below (optional).*

Address:
Contact number:
Email:

Appendix J Questionnaire for young learners

<i>Pupils</i>						
The following information is about yourself. Please put a √ in the box.						
	1st	2nd	3rd	4th	5th	6th
I am in grade...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Boy			Girl		
I am a...	<input type="checkbox"/>			<input type="checkbox"/>		
I live in...	_____gu in Seoul					

<i>Good materials for young learners</i>				
The following statements are describing the features of <u>good English textbooks for young learners</u> . Please circle the faces to indicate to what extent you AGREE or DISAGREE with the statement.				
	Strongly agree	Agree	Disagree	Strongly disagree
1 Textbooks should contain everyday English.	 			 
2 Textbooks should provide new information, subject knowledge or common knowledge.	 			 
3 Textbooks should contain difficult words.	 			 
4 Textbooks should provide a variety of activities.	 			 
5 Pictures and illustrations should be attractive	 			 
6 Textbooks should contain difficult exercises.	 			 
7 Textbooks should give a sense of achievement.	 			 
8 Topics should be relevant to my life.	 			 
9 Textbooks should contain tasks that question my opinions.	 			 

10	Textbooks should help overall language learning because they cover vocabulary, grammar, speaking, listening, reading and writing skills.	 			 
11	I should be able to finish the whole book.	 			 
12	Textbooks should provide not only familiar but also unfamiliar topics for a variety.	 			 
13	Textbooks should be written in English only.	 			 
14	Textbooks should contain a variety of types of reading, for example, real or make believe stories.	 			 
15	Textbooks should be designed for me to study independently.	 			 
16	The stories should be fun and interesting.	 			 
17	Textbooks should present meaning of vocabulary in Korean.	 			 

Please rank in order from 1 to 5 according to importance.			
18	Size of font	<input type="checkbox"/>	Colour of font <input type="checkbox"/>
	Style of font	<input type="checkbox"/>	Layout <input type="checkbox"/>
	Quality of paper	<input type="checkbox"/>	
Please rank in order from 1 to 3 according to importance.			
19	Audio CD	<input type="checkbox"/>	
	Online learning to enforce learning	<input type="checkbox"/>	
	CDROM contains games	<input type="checkbox"/>	
20	Storyline <input type="checkbox"/>	Characters <input type="checkbox"/>	Pictures illustrations and <input type="checkbox"/>

Appendix K Organisation of the questionnaire

Themes	Categories	Items	Contents
Language learning	Language learning	1	everyday English
	Language learning	10	overall learning
	Vocabulary	17	meaning in Korean
	Vocabulary	21	academic vocabulary
	Effectiveness	26	immediate impact
Nonlanguage outcomes	Educational outcomes	2	information and knowledge
	Educational outcomes	7	achievement
	Educational outcomes	22	cultural awareness
	Educational outcomes	29	moral lessons
Appropriateness	Difficulty level	3	difficult vocabulary
	Difficulty level	6	difficult exercise
	Meaningful /meaningless task	9	learners' opinion
	Fit for curriculum	11	unit numbers fit class hours
	Autonomy	15	study independently
	Age/ cognitive level	23	fit for age and cognitive level
	Linguistic level	28	fit for linguistic level
Variety	Activities	4	variety of activities
	Topic	12	variety of topic
	Genre	14	variety of genre
Appeal to learners	Pictures & illustrations	5	attractive pictures
	Relevant to lives	8	relevant to lives
	Storyline	16	interesting storyline
	Storyline, Characters, Pictures	20	rank
Ease of teaching	Additional materials	19	rank
	Support for teacher	31	teachers' guide
	Support for teacher	33	extra support
	Easy to teach	35	clear directions
	Easy to teach	36	save preparation time
Quality and Content	English only	13	written in English only
	Design & layout	18	rank
	Content of workbook	27	content of workbook
Imported vs. local textbook	Imported vs. local textbook	24	linguistic feature
	Imported vs. local textbook	30	preparation for exam
	Imported vs. local textbook	32	imported school textbook
	Imported vs. local textbook	34	additional materials
Concerns	Want to check progress	25	what a learner learned

Appendix L Questionnaire for parents

Parents

The following information is about your child who is in primary school and yourself. Please put a ☐ in the box.

My child(ren) is in grade...

1st2nd3rd4th5th6th

If you have two (or more) children, answer all applicable.

☐☐☐☐☐☐

My age group is...

20s30s40s50s60sDon't want to answer

☐☐☐☐☐☐

I live in ...

_____gu in Seoul

Good materials for young learners

The following statements are describing the features of good EFL textbooks for young learners. Please put a ☐ in the box to indicate to what extent you AGREE or DISAGREE with the statement.

Good textbooks for young learners	Strongly agree	Agree	Disagree	Strongly disagree
1 Textbooks should contain everyday English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Textbooks should provide new information, subject knowledge or common knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Textbooks should contain difficult words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Textbooks should provide a variety of activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Pictures and illustrations should be attractive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Textbooks should contain difficult exercises to do on his/her own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Textbooks should give a sense of achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 Topics should be relevant to his/her life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 Textbooks should contain tasks that question the learner's opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10	Textbooks should help overall language learning because they cover vocabulary, grammar, speaking, listening, reading and writing skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	The number of units should fit class hours so my child can finish the whole book.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Textbooks should provide not only familiar but also unfamiliar topic for a variety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Textbooks should be written in English only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Textbooks should contain a variety of genre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Textbooks should be designed for learners to study independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	The stories should be fun and interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Textbooks should present meaning of vocabulary in Korean.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rank in order from 1 to 5 according to importance.					
18	Size of font	<input type="checkbox"/>	Colour of font	<input type="checkbox"/>	
	Style of font	<input type="checkbox"/>	Layout	<input type="checkbox"/>	
	Quality of paper	<input type="checkbox"/>			
Please rank in order from 1 to 3 according to importance.					
19	Audio CD		<input type="checkbox"/>		
	Online learning to enforce learning		<input type="checkbox"/>		
	CDROM contains games		<input type="checkbox"/>		
20	Storyline	<input type="checkbox"/>	Characters	<input type="checkbox"/>	Pictures and illustrations <input type="checkbox"/>

Teachers and Parents only

The following statements are describing the features of EFL textbooks for young learners. Please put a ✓ in the box to indicate to what extent you AGREE or DISAGREE with the statement.

	Strongly agree	Agree	Disagree	Strongly disagree
21 Textbooks should contain academic vocabulary which is different from the ones in the coursebooks focusing more on conversational skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Textbooks should provide different cultural information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Thematic contents should be appropriate for learners' age and cognitive level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Imported textbooks are better in terms of language content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 Textbooks should provide and determine what a learner learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 Textbooks should have immediate impact on language learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27 The content of the workbook is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 Textbooks should be at the learner's linguistic level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 Textbooks should give moral lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 Imported textbooks help students better prepare for secondary school and university exams than local textbooks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you. 😊

Appendix M Questionnaire for teachers

<i>Teachers</i>									
The following information is about you. Please put a √ in the box.									
I am a ...					Head teacher/ supervisor	Instructor	Private tutor		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
I am involved in textbook selection.					Strongly agree	Agree	Disagree	Strongly disagree	
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I have had training in textbook analysis or evaluation.					Yes			No	
					<input type="checkbox"/>			<input type="checkbox"/>	
I have been teaching English for ...years.									
1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	Over 10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Good materials for young learners</i>					
The following statements are describing the features of <u>good EFL textbooks for young learners</u> . Please put a √ in the box to indicate to what extent you AGREE or DISAGREE with the statement.					
Good textbooks for young learners		Strongly agree	Agree	Disagree	Strongly disagree
1	Textbooks should contain everyday English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Textbooks should provide new information, subject knowledge or common knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Textbooks should contain difficult words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Textbooks should provide a variety of activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Pictures and illustrations should be attractive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Textbooks should contain difficult exercises to do on his/her own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Textbooks should give a sense of achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8	Topics should be relevant to his/her life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Textbooks should contain tasks that question the learner's opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Textbooks should help overall language learning because they cover vocabulary, grammar, speaking, listening, reading and writing skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	The number of units should fit class hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Textbooks should provide not only familiar but also unfamiliar topic for a variety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Textbooks should be written in English only.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Textbooks should contain a variety of genre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Textbooks should be designed for learners to study independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	The stories should be fun and interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Textbooks should present meaning of vocabulary in Korean.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rank in order from 1 to 5 according to importance.					
18	Size of font	<input type="checkbox"/>	Colour of font	<input type="checkbox"/>	
	Style of font	<input type="checkbox"/>	Layout	<input type="checkbox"/>	
	Quality of paper	<input type="checkbox"/>			
Please rank in order from 1 to 3 according to importance.					
19	Audio CD	<input type="checkbox"/>			
	Online learning to enforce learning	<input type="checkbox"/>			
	CDROM contains games	<input type="checkbox"/>			
20	Storyline	<input type="checkbox"/>	Characters	<input type="checkbox"/>	Pictures illustrations and <input type="checkbox"/>

Teachers and Parents only

The following statements are describing the features of EFL textbooks for young learners. Please put a ✓ in the box to indicate to what extent you AGREE or DISAGREE with the statement.

	Strongly agree	Agree	Disagree	Strongly disagree
21 Textbooks should contain academic vocabulary which is different from the ones in the coursebooks focusing more on conversational skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22 Textbooks should provide different cultural information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23 Thematic contents should be appropriate for learners' age and cognitive level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24 Imported textbooks are better in terms of language content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25 Textbooks should provide and determine what a learner learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26 Textbooks should have immediate impact on language learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27 The content of the workbook is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28 Textbooks should be at the learner's linguistic level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29 Textbooks should give moral lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30 Imported textbooks help students better prepare for secondary school and university exams than local textbooks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teachers only

The following statements describe the features of English textbooks for young learners. Please indicate how much you AGREE or DISAGREE with the statement. Please put a ✓ in the box.

	Strongly agree	Agree	Disagree	Strongly disagree
31 Textbooks should have an accompanying teachers' guide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32	I prefer using imported school textbooks such as language arts, science, social studies because they are designed for native speakers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	The publisher should offer other extras apart from workbooks to support the course, for example websites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	Local textbooks tend to offer more additional materials such as audio CDs, workbooks than imported textbooks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	Textbooks should give clear directions on what to teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	Textbooks should save preparation time because they provide ready-made workbook and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you.



Appendix N Covering letter to teachers

Children's English Textbooks in Primary English Classroom

23, June 2011

Dear Teacher,

I am Jooyoung Lee, a doctoral student in the School of Education at Queen's University Belfast in the UK. I am conducting research on children's English textbooks in primary English programmes. I invite you to participate in this research. This study will meet the requirements of the Research Ethics Committee of Queen's University Belfast.

The objective of the study is:

- To investigate the perceptions of children's English textbooks from pupils, parents, and teachers in primary English education

The study will consist of the following activity:

You (Teacher) will be invited to do a paper and pencil survey about your perceptions of and beliefs about children's English textbooks in primary English education.

It will take approximately 7 minutes.

There are no foreseeable risks to participating in the study. Confidentiality and anonymity will be a feature of agreements with all participants. No one at the school will have access to any of information collected. All data will be stored at the researcher's office in a locked file cabinet and a password-protected laptop which are accessible only to the researcher. Data will be ultimately destroyed.

A summary of result will be made available to all interested participants when the research is finished.

Participation in the study is entirely voluntary. If a participant agrees to participate, he or she is free to withdraw participation at any time without penalty.

Should you have any questions about the study, please feel free to contact

Jooyoung Lee

contact number: [inserted]

email: [inserted]

Sincerely,

Jooyoung Lee

Researcher

School of Education

Queen's University Belfast

Appendix O Consent form for questionnaire: Teacher

Teacher Consent Form

Please indicate whether or not you agree to participate in this study by checking the statements below and signing your name.

☐ I agree to take part in this study of children’s English textbooks

I have read the Study Information Statement explaining the purposes of the research and understand that:

- The participation is voluntary
- The participant may withdraw his or her participation at any time without penalty
- All information will be treated as confidential
- A report of the findings will be made available to interested participants and school

Participant’s signature

Printed Name (participant)

Researcher’s signature

Printed Name (researcher)

Date

Would you like to know the results of this study?

☐ *Yes, I am interested in the results of this study. My mailing address and contact number are below (optional).*

Address:
Contact number:
Email:

Appendix P Consent form for questionnaire: Parent

Parent Consent Form

Please indicate whether or not you agree to participate in this study by checking the statements below and signing your name.

☐ I agree to take part in this study of children’s English textbooks

I have read the Study Information Statement explaining the purposes of the research and understand that:

- The participation is voluntary
- The participant may withdraw his or her participation at any time without penalty
- All information will be treated as confidential
- A report of the findings will be made available to interested participants and school

Participant’s signature

Printed Name (participant)

Researcher’s signature

Printed Name (researcher)

Date

Would you like to know the results of this study?

☐ *Yes, I am interested in the results of this study. My mailing address and contact number are below (optional).*

Address:
Contact number:
Email:

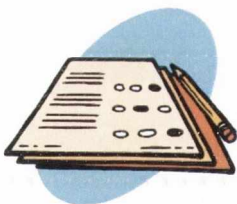
Information Leaflet

English textbooks in my classroom

If you agree to help, I will ask you to:

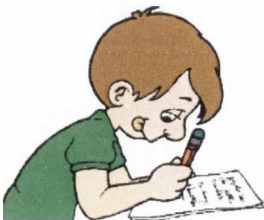
Think of your English textbooks in the class.

Think of your learning experience when you study English with those textbooks at home, language institute or school.









READ the questions and ANSWER questions about what you think

It will take about 5 minutes to complete the answers.



For example, read the following sentence and circle the faces to show to what extent you agree or disagree.

				Strongly agree	Agree	Disagree	Strongly disagree
1	Textbooks	should	contain	 			 
				everyday English.			